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ABSTRACT

Purposes of this study were (1) to show the number and types of problems that the Turtle Mountain Band of Chippewa Indians of Belcourt, North Dakota, believe they have; (2) to ascertain the problem areas that are of greatest significance to the Indians; and (3) to compare the number and types of problems that these Indians believe they have with the problems of a control group in the non-Indian Borough of Indiana, Pennsylvania. A total of 92 junior high students, 58 high school students, 35 college students, and 82 adult Indians participated in the study. The control group was composed of 103 junior high students, 97 high school students, 40 college students, and 45 adults. The instrument used was the "Problem Check List" (Rural Youth Form, Junior High School Form, College Form, and Adult Form). The problems were totaled by areas (health and physical concerns, relationship with people, citizenship, education, vocational and economic concerns, morals and religion, personal temperament, courtship and marriage, social and recreational concerns, and home and family), sex, levels, and groups. A percentage was computed for every problem in every group and level for all females and males. An analysis of selected significant percentages was then made. It was concluded that the Turtle Mountain Reservation group and the control group problem incidences were not significantly different, but the females in both groups reported more problems than did the males. (LS)

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AN ACCULTURATION PROBLEM CHECK LIST STUDY OF THE BAND OF CHIPPEWA INDIANS OF THE TURTLE MOUNTAIN RESERVATION, BELCOURT, NORTH DAKOTA

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In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
Sister Bridget Brochin, O.S.B.
August 1969

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ACKNOWLEDGMENTS

This study is intended to serve the purpose of furnishing data to those interested, responsible, and concerned with Chippewa Indians on the Turtle Mountain Reservation, Belcourt, North Dakota, as they recognized their own problems and recorded them. These problems are then compared with those of the control group of the Borough of Indiana, Pennsylvania.

A study such as this owes so much to so many that it is impossible to adequately thank all who have contributed in some way to its completion. Some, however, should be specifically commended.

Thanks especially to the members of the Turtle Mountain Band of Chippewa Indians and to those citizens of the Borough of Indiana, Pennsylvania, who freely participated in order that this study might be possible, to the Tribal Council for encouragement, to Sister Judith Emge, O.S.B., Mrs. Patricia Burch and Miss Julie Sain of the Turtle Mountain Reservation, and to Mr. Eugene Kunselman, Mr. Charles Stewart, and Miss Kathleen McKean of the Indiana Borough for their help in administering the problem check lists, and to Arrow, Inc., Washington, D.C. for their supplemental scholarship assistance, and to the U.S. Department of the Interior Bureau of Indian Affairs which generously furnished information and materials, whose financial assistance has made the reproduction of this study possible, and to Quentin N. Burdick, Senator of North Dakota, for his kind interest and assistance in bringing this research work to a successful conclusion.

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Most directly and most gratefully, the writer is indebted to her superior, Mother Mary Maurus Schnur, O.S.B., Prioress, and the Queen of Peace Priory Community who have provided this opportunity.

For the past ten years the writer, a Benedictine missionary, has been on the Turtle Mountain Reservation. She has undertaken this investigation of the acculturation problem to be able to gain deeper insight to accepting and understanding this group of Chippewa Indians, and to determine whether there is any similarity today between Reservation-Indian and Non-Reservation Non-Indian living.

Hopeful that her efforts might serve as a point of departure for the formulation of future study, the writer included a sample of self-considered problems and percentages. The methods, procedures, and instruments employed in this study are included in the appendices.

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*Words taken from the song "My Country 'Tis of Thy People You're Dying," by Buffy Sainte-Marie (Gypsy Boy Music, Inc., 1966).

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

The American Indians have been on the defensive, fighting for their lives, for many years. They have been forced to live with and surrounded by non-Indians, and as a result, they have lost the strength and the freedom of their own culture. They have been left more or less powerless and in a demoralized state. The American Indians must be helped to develop pride in their own culture and at the same time assimilate those facets of non-Indian culture that will permit them to live a reasonably productive and happy life.

I. THE PROBLEM

Statement of the problem. This was an acculturation study of the Band of Chippewa Indians of the Turtle Mountain Reservation, Belcourt, North Dakota, who are struggling to find a meaningful, successful identity and role in the American society today. The purposes of this study were (1) to show the number and types of problems that these Chippewa Indians believe they have; (2) to ascertain the problem areas that are of greatest significance to the Indians, and (3) to show the number and types of problems these Indians believe they have, and compare them with a control group in the non-Indian Borough of Indiana, Pennsylvania.

II. DEFINITIONS OF TERMS USED

Acculturation. Since this Band of Indians (the vast majority of whom are called "Metis" or "half-breeds" as a result of blood quantum over the past several hundred years) is in the process of adapting to modern ways of thinking, acting, and living, the term "acculturation" was used to indicate their cultural change. Because of this factor, it was assumed that they may have a greater number and variety of problems.

Problem Check List. The Problem Check List was a self-administering instrument devised by the author to permit the experimental and control groups to check the areas in which they believe they have problems. It was an adaption from the Mooney Problem Check List Forms C, H, J, A, and Rural Youth. The problems were classified into ten areas for the convenience of summarizing the results (See Appendix I).

CHAPTER II

REVIEW OF THE LITERATURE

Much has been written in regard to the American Indians of yesterday and today. Studies and accounts of Indian origins, Indian culture, Indian history, and Indian diversities are available in most large libraries. Nevertheless, a review of the literature pertinent to this study is very restricted. L. M. Coombs, Chief, Research and Evaluation Staff, for the United States Department of the Interior, Bureau of Indian Affairs has stated: ". . . we have very little printed material on the subject (the Chippewa Tribe of the Turtle Mountain Reservation) for distribution to the public."[1]

I. HISTORICAL LITERATURE OF THE AMERICAN INDIAN

In the book, Sociology of Deviant Behavior, Marshall Clinard in his discussion about the minority groups in our American society summarizes that:

> A fully developed minority group is one which is discriminated against by a certain group. This treatment clashes with other values in the culture which would tend to give the group equal status. Both the minority and the majority group recognize this situation as discrimination, and the minority group organizes itself to remove the discrimination. On the basis of this analysis there are a number of minorities in the United States. Some are racial minorities, such as the American Negro, the American Indian, the Japanese-American, and the Chinese-

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[1] Letter from L. Madison Coombs, Chief, Research and Evaluation Staff, United States Department of the Interior, Bureau of Indian Affairs, Washington, D.C., January 30, 1969.

> American. Others are religious minorities, such as the Jew, and still others are ethnic minorities such as the Spanish-speaking American. The present status of all these groups can be understood only in terms of a long series of historic relations among various groups.[2]

This study deals with the American Indian defined as a minority group in the American society.

American Indians have inhabited the American continents at least ten thousand years before white man set foot on the soil. One statement indicated that, "At some unknown time and place after the development of homo sapiens, the forbears of the American Indian entered the still untouched New World."[3]

The right to be an Indian. The American Indian is one of the most studied but perhaps the least understood of our cultural minorities. He is not only an historical curiosity, a villain in movies, and the object of anthropological research, but he is subjected to the fears and prejudices of his white neighbors. In order to understand the right to be an Indian, it is necessary to begin with the origin of the Indian, the culture of the Indian, his history and diversities, for he has been on the defensive, fighting for many centuries—since 1492. The American Indians never cease to puzzle other races of mankind. Who are they? Where did they come from? What are they like? What is to become of them? Answers to these and the many other questions are to be discovered only through serious investigation. Today, much research is being done in this regard.

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[2] Marshall B. Clinard, Sociology of Deviant Behavior (New York: Holt, Rinehart and Winston, Inc., 1968), pp. 646-647.

[3] United States Department, Indians: Origin (Washington: Bureau of Indian Affairs, March 1966).

Most anthropologists today agree that the ancestors of the American Indian inhabited northeastern Asia. In fact, these earliest ancestors probably migrated to this continent during the last great Ice Age glaciation which is believed to have retreated some 10,000 years ago. Some anthropological studies presume there was no mass movement but rather a continuing series of migrations by small groups over a long period of time, and that the only place of entry by land from the Old World was the Bering Straits of Alaska.

Many researchers attempt to provide answers about the beginnings of the American Indians. Peter Farb suggests that these Indians are unique in their genetic traits.[4] He goes so far as to say that these clues to race are not influenced by either environment or diet. He states that the particular cluster of blood types, for instance, is not found in the same combination in any other race. Farb continues to separate the Indian traits with evidence of the shape of the head and even his finger prints, of which there is a frequency of arches rather than whorls. These and other unimportant characteristics such as the rare occurrence of red-green color blindness, and the fact that the middle segments of the fingers have very little hair, and that the Indian almost never becomes bald or rarely has gray hair are worth consideration. Such evidence sets the American

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[4] Peter Farb, Man's Rise To Civilization As Shown By The Indians Of North America From Primeval Times To The Coming Of The Industrial State (New York: E. P. Dutton and Company, Inc., 1968), p. 228.

Indian apart from other human populations.

What are the Indians like? Columbus described them as being intelligent, loving, without covetousness, and fit for anything. It has been said that Columbus even expressed that they loved their neighbors as themselves, and their speech was the sweetest and gentlest in the world. He and other adventurers praised the Indians for their fidelity, serenity, dignity, generosity, self-control, and piety. However, in the sixteenth and seventeenth centuries, many insisted they were more brutish than the beasts they hunted. In the memoirs of Mary Rollandson, who was held captive for three months in 1676, she described her captors as "atheistical, proud, wild, cruel, barbarous, brutish (in one word) diabolical creatures." During her captivity she had not been maltreated, though she was subject to the same conditions of cold and hunger which the Indians themselves had to endure.[5]

Indian life today is totally different from what it was before the arrival of the white man. An Indian leader addressed the National Congress of American Indians in the mid 1960's pointing out their old story of facing new challenges to their survival. He said:

> In early days we were close to nature. We judged time, weather conditions, and many things by the elements--the good earth, the blue sky, the flying of geese, and the changing winds. We looked to these for guidance and answers. Our prayers and thanksgiving were said to the four winds--to the East, from whence the new day was born; to the South, which

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[5] Brewton Berry, "The Myth of the Vanishing Indian," (Paper handed out by the South Dakota Council of Churches, Huron, South Dakota at INDIAN MYSTIQUE SEMINAR, University of South Dakota, Vermillion, S.D., August, 1968).

> sent the warm breeze which gave a feeling of comfort; to the West, which ended the day and brought rest; and to the North, the Mother of winter whose sharp air awakened a time of preparation for the long days ahead. We lived by God's hand through nature and evaluated the changing winds to tell us or warn us of what was ahead.
>
> Today we are against evaluating the changing winds. May we be strong in spirit and equal to our Father of another day in reading the signs accurately and interpreting them wisely. May Wah-Kon-Tah, the Great Spirit, look down upon us, guide us, inspire us, and give us courage and wisdom. Above all, may He look down upon us and be pleased.[6]

Five-hundred years of history and attempts to exterminate the American Indians or force them to adopt the majority group culture have only proven their heritage is far from extinct.

The right to be an Indian poses a challenge to the conqueror--a challenge to tolerate, to understand, and to accept this right. This right to be different is contrary to the American dream of equal opportunities (a goal of sameness) to all persons. The Indians cling to what seems right and best for them (See Appendix VII).

According to the United States Department of Interior, Bureau of Indian Affairs, American Indian tribes live in most parts of the United States today. There is no legislative or judical definition of an "Indian," but, for Census purposes, the Indian has been identified on a self-declared basis. If he did not declare his race and appeared to be a full-blooded or mixed Indian, he was still enrolled and regarded as Indian in the community in which he lived.[7]

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[6] Alvin M. Josephy, Jr., The Indian Heritage of America (New York: Alfred A. Knopf, 1968), p. 345.

[7] United States Bureau of Indian Affairs, Answers to Your Question About American Indians (Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., May, 1968).

Originally, the Indian groups were treated as separate nations. Each body of persons (tribe) was bound together by ties of blood, and lived together socially, politically, and religiously in a definite territory, and spoke the same dialect. And still today, the American Indians are recognized as distinct groups either speaking a common language but with no common government, or they share a common government but speak different languages.

Anthropologists and archeologists, guessing about the languages and customs of prehistoric Indians, generally classify them either by the way they found their food or by the languages they spoke. Within each group, regardless of classification, they had distinct social and cultural similarities.

Much has been written concerning the Indian languages, sign language, and Indian names. Franz Boaz,[8] Wallace L. Chafe,[9] Harry Hoijer,[10] A. L. Kroeber,[11] C. F. Voegelin,[12] and Maurice S. White,[13] along with many others, have contributed much to the field of knowledge concerning such matters.

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[8] Franz Boaz, *Handbook of American Indian Languages* (Washington: Bureau of American Ethnology, Bulletin 40, Gov. Printing Office, 1911).

[9] Wallace L. Chafe, *Estimates Regarding the Present Speakers of North American Indian Languages* (Washington: Bureau of American Ethnology, Smithsonian Institute).

[10] Harry Hoijer, *Introduction in Linguistic Structures of Native America* (New York: Vikinf Fund Publications in Anthropology, No. 6, 1946).

[11] A. L. Kroeber, "Sign Language Inquiry," *International Journal of American Linguistics*, Vol. 24, No. 1 (Bloomington, 1958).

[12] C. F. Voegelin, "Sign Language Analysis, On One Level Or Two?" (Bloomington: International Journal of American Ling., Vol. 24, No. 1, 1958), pp. 71-77.

[13] Maurice S. White, *Indian Names and Meanings* (Washington Educational Research Bureau, 1946).

Before 1492 there were about three-hundred separate languages spoken by the Indians. Speakers of one such language could not understand the others. Usually the only way to learn an Indian language was through direct contact with native speakers over a period of time. The grammar and semantics differ from English so much that special research is required to provide near-translations. Nothing above the simplest picture writing has been found, and this picture writing was used for ritual records.

The religion of the Indian was expressed in dance, ceremonials, and legends. Their prayers were addressed to symbols of supernatural powers as found in natural factors. The sun, the winds, the thunder, the earth, etc., appeared in their sculptures and paintings. Today most tribes have authentic dances and ceremonials and festivals although they are being modified as the older leaders pass on.

Oliver La Farge is quoted as saying:

> American Indian religions varied from the most primitive shamanism—little more than the exercise of magic, usually beneficial, by self-elected practitioners—to organized, priestly systems based on high philosophies. Whatever the type, one thing is constant: religion permeated daily life. There was no such thing as setting aside a portion of every seventh day for relations with God or the gods.[14]

On the whole, Indians have been inclined strongly toward religious excitement. Their concepts are dependent on a knowledge of the laws of nature; hence, their concept of a magic power that exists in objects, animal, spirits, or deities is superior to the natural qualities of man. Since their religion is closely associated with the social structure of the tribes, the ritualistic aspects of it can only be understood in connection with the social or political organization.

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[14] United States Department, Indians: Religions and Ceremonials (Washington: Bureau of Indian Affairs, March, 1964).

Several years ago, the writer of this study discovered the following prayer of Tom Whitecloud, which serves as an example of religion permeating daily life:

> Oh Father, whose voice I hear in the winds and whose breath gives life to all the world, hear me. I am a man before you. One of your many children. I am small and weak. I need your strength and wisdom. Let me walk in beauty and make my eyes behold the red and purple sunset. Make my hands respect the things you have made. My ears sharp to hear your voice. Make me wise so that I may know the things you have hidden in every leaf and rock. I seek strength, Father--not to be superior to my brothers, but to be able to fight my greatest enemy myself. Make me ever ready to come to you with clean hands and straight eyes so that when life fades as the fading sunset, my spirit may come to you without shame.[15]

In her contribution to Indians and their culture, Frances Densmore has written that "Music is closely interwined with the life of every race. We understand the people better if we know their music, and we appreciate the music better if we understand the people themselves."[16] For the American Indian, music was a fundamental part of life. The Indians used music in treating the sick, winning wars, hunting animals, and all important ceremonies.

At times, religious customs and beliefs determined what foods were to be eaten and how they were prepared. For example, one tribe, after eating salmon, would arrange every bone in a certain way to assure that the fish would return to life to be caught and eaten again. And corn, for instance, was regarded as a gift from the gods. It was treasured and surrounded with ceremony and was cooked in numerous ways. (Incidently, the Indians preferred cooked food to raw, and they had many methods of cooking and seasoning their food. They stone-boiled, dried, froze, and smoked their foods. For flavoring they used seeds, roots, flowers, and grasses.)

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[15] Tom Whitecloud, (Source unknown).

[16] Frances Densmore, The American Indians and Their Music (New York: The Womans Press, 1926).

According to Bureau of Indian Affairs' statistics, there were estimated to be about 840,000 Indians in America when Columbus arrived. The population had dropped to approximately 243,000 at the end of the nineteenth century. In 1960, the United States Bureau reported 552,000 American Indians, including 28,000 Aleuts (Alaskan pennisula natives) and Eskimos for whom the Federal Government is responsible. Today, Indian birth rates almost double those of the United States as a whole.[17] The race is far from being extinct.

There are two-hundred sixty-three Indian tribes, bands, villages, pueblos, and groups in the States today. To meet the requirements for tribal membership today, the amount of Indian blood needed varies with the tribe. These are the remnants of the bands of their ancestors.

To assimilate into white society today means to dispose of their identity. The detribalization, the cultural loss and dispersions, would be means for taking the rest of their lands and end their treaty rights and guarantees.

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[17] Answers To Your Questions About American Indians, op. cit., p. 2.

Throughout history, Federal Government-Indian relations have been designed to exterminate or assimilate the Indians rather than establish bases for growth of healthy self-governing, self-sustaining communities. Degradation and demoralization have come to the tribes who choose to remain "Indian."

In 1775, the Continental Congress declared jurisdiction over Indian affairs. Then when the United States Constitution was adopted, the State ceded to the Federal Government this power of jurisdiction. The agency originally dealing with Indian Affairs was the War Department, until 1824, when the Bureau of Indian Affairs was established. It was then transferred to the new Department of Interior in 1829. The basic aims of the Bureau of Indian Affairs are: (1) improve the Indians' standard of living; (2) assist the Indians in assuming the responsibility for managing their own funds and other resources; and (3) integrate the Indians politically and socially.

The Indian tribes were placed on reservations "out of sight and out of mind" to the American people by the United States Government. Their first years were harsh, marked by murders and persecutions and other punishments to break their spirit. The Indian method of self-government was totally undermined and nearly destroyed.

As the years passed, Congress uninterestedly funded Indians for food, met treaty obligations so as to hasten assimilation; and hence, acculturation began slowly. They were treated as prisoners or children.

They ceased to function as of old. Agents directed and handled every detail of their lives. Children were taken from them and were taught white man's ways. Efforts were made to end tribal customs and the Indian culture. The old means of livelihood had disappeared. Their dignity and self-respect had been stripped, and for the most part, they have been left a beaten people.

To hasten assimilation, Congress allotted lands to each Indian adult. Having been hunters, the Indians could not become farmers overnight. Totally estranged, many leased or sold their lands. Conditions on the reservations became scandalous. The Indians received no education; they were treated as wards; they were marked with poverty, squalor, disease, and hopelessness. Not until 1934[18] was tribal self-government once again encouraged. Education and medical facilities were given attention. Freedom of religion and revival of Indian culture was once again allowed to be restored. The generation gap made it hard to adjust to the new policy of once again organizing and managing their own affairs.

The Indian Reorganizational Act of 1934 came to an end in 1948 due to the fact that during the Second World War, the Bureau of Indian Affairs suffered from lack of funds and personnel, and its policy was not pursued from 1941 to 1945.[19] At this same time, 1948, President Truman expected to end the Indian Bureau and Congress passed a resolution which emphasized that full rights of citizenship should be brought home to the Indians. The Indians within and between reservations united, and as a result, assumed new significance. The values of the Indian way of life was threatened, but the nature of the reservation under termination policy was changed at least on minor points.

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[18] Clinard, op. cit., p. 630.

[19] Cited by E. Schusky, The Right To Be Indian (Institute of Indian Studies, the University of South Dakota and Board of National Missions United Presbyterian Church, 1965), p. 23.

Recently, the Department of the Interior has been attempting to improve the economic status of the Indians as well as hasten assimilation. Some Indians have made the change and are now living in the white society; and yet, many became/become stranded persons in an alien society. In the early 1960's, Congress began to cease talking of terminating the reservations. President Kennedy went so far as to appoint a special task force to study the Indian problem. New programs of education, vocational training, housing, and economic development were inaugurated. In 1967, the Commissioner of Indian Affairs, Robert L. Bennett, met with Indian leaders to learn what kind of legislation the tribes wanted. And still, Bureau officials did not trust the Indians to know what was the best for themselves. They continued to impose their ideas on the Indians. In 1968, at last, signs of willingness to listen to the American Indians were being shown.

In his article, "A Comeback for the Vanishing American,"[20] James W. Hoffman quotes President Nixon as presenting a message to the National Congress of American Indians, acknowledging that they "have been deprived of their ancestral lands and reduced by unfair federal policies and demeaning paternalism to the status of powerless wards of a confused Great White Father." Hoffman goes on to quote President Nixon's statistics:

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[20] James W. Hoffman, "A Comeback For The Vanishing American?" Presbyterian Life, February 15, 1969, pp. 12, 13.

> Their (the Indians) unemployment rate is ten times the national average . . . average family income is far below the national average and, in some areas, below $500 a year . . . 95 per cent of their housing is totally inadequate . . . many of them seizing thin threads of opportunity—have made great contributions to our society . . . . American society can allow many different cultures to flourish in harmony, and we must provide an opportunity for those Indians wishing to do so to lend a useful and prosperous life in an Indian environment.[21]

Today the idea is to instill once again pride among Indian youths by instructing them in their history and culture, using their languages, involving their own people in areas of administration. William Benham suggests that:

> In our work with the Indian people, perhaps an essential point is to recognize the nature of the enemy we are fighting. We might become sidetracked into considering health, economics, educational, and other problems as the enemy with which we must deal. Perhaps they are not the enemy but only symptoms of a greater problem which exists . . . . Perhaps the real enemy we face is the feeling of hopelessness on the part of the Indian people because they live with the problems cited daily and realize how they compare with the general population. No doubt Indian students, to a large degree, mirror their parents' attitudes in this regard, and there is a growing body of research which shows that the student's concept of himself is fast becoming a problem.[22]

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[21] Ibid., pp. 12-13.

[22] William J. Benham, "A Foundation for Indian, Cross-Cultured Education," Journal of American Indian Education, Vol. 8, No. 2 (Tempe, Ariz: College of Education, Arizona State University, January, 1969), pp. 27-28.

A prideful person will work out many of his own problems. The cultural background of the Indian in varying degrees is not better or worse but different from that of the predominant society.

Most tribes are not ready for termination. The present day Indian life is ever more difficult to cope with. The Indian population is increasing on the reservations. Most reservations are not suitable resource lands and as a result, the Indians are among the poorest of all the American people. Conditions of poverty--extreme poverty--and near-starvation at certain seasons still exists almost everywhere for many Indians.

It is true that numerous Indian ways of life have survived in the United States despite acculturation, especially in the larger centers of Indian populations. Dances, social and political organizations and customs have been maintained to a degree. Now, there has been renewed interest in their dances, songs, stories, and crafts, and arts. Yet, the future of the Indians is probably one of accelerating acculturation. Complete and final assimilation, however, is still remote.

Where does their future lead them? An argument has been advanced in clear terms by Sol Tax.[23]

> Congress does not like the idea of Indian communities being controlled by a government bureau. Neither do the Indians. At the same time, if Indians cannot pay for their own social services, someone has too-whether State or Federal governments. But why, if we want to get rid of the over-control of Indian communities, must we also cut off needed subsidies? In some manner the administration and the subsidy of Indian community

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[23] Sol Tax, "A Positive Program for the Indian," The American Indian, Vol. 8, No. 1, Spring, p. 9-10. (Cited by E. Schusky, The Right To Be Indian, p. 91).

services, like health and education, must be separated. Just as farmers who receive large subsidies from the federal government are still permitted to run their farms and make their own mistakes, so could it be with Indian communities. If then, finally, we (1) stop frightening Indians by threatening to dissolve the symbolic relationship so important in Indian eyes between the federal government and themselves; (2) continue federal subsidies where necessary; but (3) remove the traditional over-administration and control of Indian affairs (even if this takes drastic revision of federal Indian laws) and allow Indian communities to decide their own destinies, it seems to us certain that there will occur an Indian development and adjustment of a kind we have never seen. Should it surprise us that the right way turns out to be the way that fits American values of freedom and local determination?

II. HISTORY OF THE CHIPPEWA INDIANS

Writers such as: Armstrong (1892), Densmore (1910, 1913, 1929), Hilger (1939, 1951), Landes (1938), Radin (1914), Levi (1956), and Hodge (1959) offer fine insights into the history of the Chippewa Indians.

Good general histories of the Band of Chippewa Indians of the Turtle Mountain area are written by: Warren (1885), Belcourt (1853), Holst (1941), Howard (1952, 1961), Murray (1953), Delorme (1955), and Gourneau (1968). The Bureau of American Ethnology, Smithsonian Institute, Washington, D.C. has a wealth of references on Indians of the plains.

III. ACCULTURAL CHANGE

The sum of breeding, family-life, neighborhood, religion, education and living experience is the sum of a culture, according to Father Stanislaus Maudlin, O.S.B. executive director of the American Indian Culture Research

Center, Marvin, South Dakota.[24] In the book, Strange Empire, Joseph K. Howard strikes at the root of acculturation of the Band of Chippewa Indians on the Turtle Mountain Reservation. He says that it is the first book describing the Metis origin, that unique people of mixed white and red blood, and there is only one work in French that describes it. It fills an important and surprising gap; part of the drama of American expansion and utilized some of its central energies.

The Metis inherited the problem of the Indians while the white gained strength and cunning. They were the worst sufferers.[25] And Warren points out that:

> The Ojibways received the "heart" of their French brethren, and accepted their proposals of peace, amity, and mutual support and protection. From this period their country became more free and open to French enterprise, and they learned to term the French king, "father."
>
> The Ojibways learned to love the French people, for the Frenchman, possessing a character of great plasticity, easily assimilated themselves to the customs and mode of life of their red brethren. They respected their religious rites and ceremonies, and they "never laughed" at their superstitious beliefs and ignorance. They fully appreciated, and honored accordingly, the many noble traits and qualities possessed by these bold and wild hunters of the forest. It is acknowledged fact, that no nation of whites have ever succeeded so well in gaining the love and confidence of the red men, as the French. It is probably that their character in many respects was more similar, and adapted to the character of the Indian, than any other European nation. The "voyageur de Nord," were then termed the common class of the French who visited them for the purposes of trade were nearly as illiterate, ignorant, and

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[24] Stanislaus Maudlin, "A Prospectus," (Marvin, S.D.: American Indian Culture Research Center) (Mimeographed).

[25] Joseph Howard, Strange Empire (New York: William Morrow and Co., 1952), pp. 6-10, 27-28.

> superstitious as themselves, and many of them were far beneath the red man in strength and character and morality.
>
> Another bond which soon more firmly attached them one with another with strong ties of friendship, was created by the Frenchmen taking the women of the Ojibways as wives, and rearing large families who remained in the country, and to this day, the mixture and bonds of blood between these two people has been perpetuated and remains unbroken.[26]

Elsewhere, Warren goes on to say:

> They (the French) kindly cherished their Indian wives, and for their sakes, as well as for the sake of children whom they begat, these traders were eventually induced to pass their lifetime in the Ojibway country. They soon forgot the money-making mania which first brought them into the country, and gradually imbibing the generous and hospitable qualities of the Indians, lived only to enjoy the present . . . . It is a fact worthy of notice, that the Anglo-Saxon race have mingled their blood with the Ojibways to a much greater extent than with any other tribe of the red race . . . . It reflects honor on this tribe, as it tends greatly to prove the common saying, that they are far ahead of other tribes in the social qualities, and general intelligence and morality.[27]

Formerly, the Federal Government attempted to reject all "Metis" from classification as Indians, but according to handed-down stories, a prominent leader, Miskopiness (Red Thunder), spoke in their defense:

> It was not the fault of the half-breeds ("Metis") if they are not regarded as Indian nor white people. It was the fault of the white-man by taking Indian women as wives and raising families until they passed on in death. The white-man now wants to throw away what was produced by raising families with Indian women. We, the fullbloods will not throw them away. We pity them because of what the Government

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[26] William W. Warren, The Manuscript History of The Ojibways Based Upon Tradition and Oral Statements (Collections of the Minnesota Historical Society, Vol. V, St. Paul, Minn., 1885), pp. 132-133.

[27] Ibid., pp. 385-386.

> white-man is trying to do. So, we will gladly accept them as our own people.[28]

IV. PREVIOUS RESEARCH

A history of education in the Turtle Mountain Indian Reservation of North Dakota served as the aim of the master thesis written by Robert J. Murray who spent twenty-two years in the Federal Indian Service Education Division, of which nine years were on the Turtle Mountain Reservation.[29] Murray has traced the education of this Band of Chippewa through various stages of development by means of contacts, accounts, files, and records.[30]

David P. Delorme, a native of Belcourt, North Dakota, in partial fulfillment for the Degree of Doctor of Philosophy of the University of Texas, investigated the social and economic conditions of the Turtle Mountain Band of Indians, of which he is an enrolled member. He also included sample attitudes of Indians toward Bureau programs.[31]

A community study of the Turtle Mountain Indian Reservation served as an opportunity for the professional and semi-professional people of the community to express their view on the growth, needs, and problems. This study was done by Sister Letitia Evard, O.S.B. for a Community Sociology course at Mount Marty College, Yankton, South Dakota.[32]

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[28] Patrick Gourneau (Aun Nish E. Naubay), "History of the Turtle Mountain Band of Chippewa Indians in Brief Form," (Xeroxed, 1968), p. 12.

[29] Robert J. Murray, "History of Education in the Turtle Mountain Indian Reservation, North Dakota," (Master's thesis, The University of North Dakota, Grand Forks, 1953).

[30] *Ibid.*

[31] David P. Delorme, "A Socio-Economic Study of the Turtle Mountain Band of Chippewa Indians and a Critical Evaluation of Proposals Designed to Terminate Their Federal Wardship Status," (Dissertation, The University of Texas, Austin, 1955).

Sister Rosella Lablanc, O.S.B. is presently doing research on the political history of the past twenty-five years on the Turtle Mountain Reservation.

The above are the only known studies conducted as far as the writer is aware. The focus for this particular study, however, derives inspiration and deep insight and knowledge from Murray's, Delorme's and Sister Letitia's endeavors.

For a thorough investigation of the review of literature for Mooney Problem Check List, the reader is referred to the master thesis written by Romayne L. Pounds.[33]

The writer earlier conducted a U. S. Geographical Map Area Survey with a sample group of Chippewa Indians on the Turtle Mountain Reservation and a control group from the Borough of Indiana to see how well they picture the location of the fifty states in our Union. The writer was to find out if different sections of the country were more acquainted with their neighboring and surrounding states rather than the more distant states, and what states remained most familiarly situated.[34]

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[32] Sister Letitia Evard, "A Community Study of the Turtle Mountain Indian Reservation," (paper for Community Sociology Course at Mount Marty College, Yankton, South Dakota, April, 1968).

[33] Romayne Leonard Pounds, "A Discriminative Study of the Problems of a Selected Group of Junior High School Students" (unpublished Master's thesis, Indiana University of Pennsylvania, Indiana, Pennsylvania, June, 1961), pp. 18-54.

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[34] Sister Bridget Brochin, "A Map Plan Geographical Area Test" (Project for Evaluative Methods: Essentials in Testing Course at Indiana University of Pennsylvania, Indiana, Pennsylvania, November, 1968).

CHAPTER III

GROUPS STUDIED AND MATERIAL USED

Groups studied. This study was restricted to thirty-nine junior high school students at the St. Ann's Indian Mission School and to fifty-three junior high school students at the Turtle Mountain Community (Federal) School (totaling ninety-two junior high school students); and fifty-eight senior high school students from the same Government School. Thirty-five college-attending students and a sampling group of eighty-two adults also participated in the study. All persons of the experimental group were from the Turtle Mountain Reservation, Belcourt, North Dakota. The control group from the Borough of Indiana was restricted to one hundred three junior high school students and to ninety-seven senior high school students from the local schools in the Borough. Forty Indiana resident college students and forty-five adults from Indiana County were also included in the control group.

Turtle Mountain Reservation. The Turtle Mountain Reservation is an area of rolling hills, located in the central part of North Dakota, approximately ten miles from the Canadian Boarder, and is reserved by Congressional Act, for the Chippewa Band of Indians. (See Figure 1, p. 24.)

The Borough of Indiana, Pennsylvania. Indiana is located sixty miles northeast of Pittsburgh, situated in the foothills of the Allegheny Mountains.

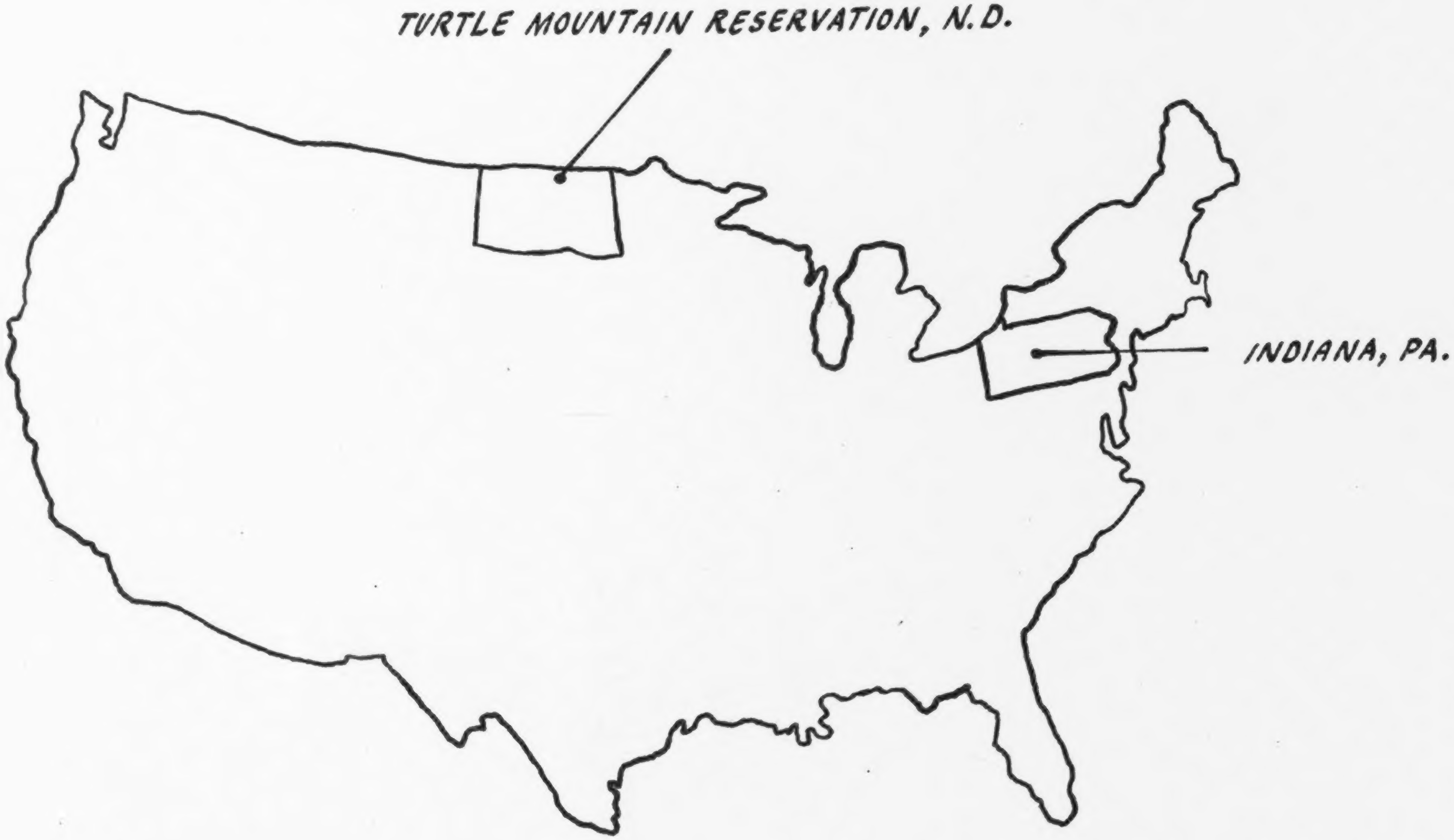
TURTLE MOUNTAIN RESERVATION, N.D.
INDIANA, PA.

FIGURE 1

MAP SHOWING TURTLE MOUNTAIN INDIAN RESERVATION

UNDER FEDERAL JURISDICTION

Band of Chippewa Indians. Another name for Chippewa is "Ojibway." Throughout the report of this investigation, the term "Band of Chippewa Indians" shall be interpreted as meaning that plains tribe, largely of mixed blood (mostly French, English, and Cree), governing themselves through an elected eight-member council provided by Tribal Constitution and By-Laws approved by the Secretary of the Interior.

Statement of procedures. Letters of request were sent to the Turtle Mountain Community (Federal) School Educational Specialist, Mrs. Patricia Burch; to the principal of St. Ann's Indian Mission School, Sister Judith Emge, O.S.B.; and to the Counselor for Operation Mainstream of the Department of Labor, Miss Julie Stain. (See Appendices IIA, IIB, IIC.)

The letter to Mrs. Burch requested that she administer the Problem Check List to fifty junior high school students and to one hundred senior high school students. Seventy-three junior high school responses were returned, twenty of which were non-identified, that is, the information page and the answer page were not kept together. There were only fifty-eight senior high school returns.

The total population, thirty-nine junior high school students, at St. Ann's Indian Mission School participated in the study.

The Counselor for Operation Mainstream administered the Check List to eighty-two enrollees, all of which were returned.

After these letters of request were answered, sufficient copies for each section were packed and sent in bulk to Sister Judith who in turn was asked to distribute these packages to Mrs. Burch and Miss Sain. (See Appendix IIB.)

The writer returned to the Reservation to personally collect all data and to discuss reactions of each administrator, comments of which can be found in the section dealing with findings of the study.

Individual letters of purpose were sent to eighty available Indian college students asking for their cooperation in this study. Return address envelope labels and postage were also enclosed. (See Appendix III.) Out of eighty letters and Check Lists mailed out by risk of third class mail, only twenty-eight were returned. A follow-up letter was then mailed (See Appendix IV); seven more were returned. At this time, one participant stated by letter that he did not receive a first letter of request; thus suggesting that perhaps there were others who never received their first letter. It should be mentioned that only the college students' names and the names of the colleges were known, but not their place of residence. This may very well be a factor for the limited return of questionnaires.

Personal contacts were made with the counselors in the junior high school and the senior high school in the control group area, the Borough of Indiana, Pennsylvania. It was requested that a sample group of one hundred students from each school would participate in the study. The schools' counselors, Mr. Eugene Kunselman and Mr. Charles Stewart, administered the Check List. There was a return count of one hundred three junior high school students and ninety-seven senior high school students.

Likewise, one hundred randomly selected local residence college students were mailed individual letters of purpose with Check Lists and return-address labels enclosed. (See Appendix V.) A list of the students was obtained from the Office of the Registrar. There were only forty responses.

A personal contact was made with Miss Kathy McKean, Director of Operation Mainstream for Indiana County. Miss McKean administered the Check List to all twenty-five enrollees. Since this number seemed inadequate, Mr. Eugene Scanlan, director of the Slater Foods Dining Service, was approached and he, in turn, distributed the Check List to fifty employees, of which only twenty were returned.

All participation was encouraged to be done anonymously, though several letters of expression accompanied the college returns from the Indians.

Instrument used. The instrument for the Problem Check List study was an adaption of the Problem Check List, Rural Youth Form; Junior High School Form; College Form; and the Adult Form developed by Ross L. Mooney at the Bureau of Educational Research, Ohio State University. The Rural Youth Form, however, was developed by Ralph E. Bender, of the same Educational Research Bureau. Other pertinent items concerning the Indians were partially adapted from ideas derived from "Feelings and Thinkings" prepared by Indian Specialists for the Community Leadership Development, the University of Wisconsin.[35] (This particular work was administered to a group of predominantly non-Indians at the INDIAN MYSTIQUE SEMINAR held at the University of South Dakota, Vermillion, South Dakota, Summer, 1968.)

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[35] Indian Specialists, Feelings and Thinkings About American Indians (Madison, Wis.: Center for Community Leadership Development, University Extension, the University of Wisconsin, no date given) (Mimeographed).

The author sought to state each of the two hundred items in such a way that the one instrument could be used for all groups comprising the total study group: the Reservation, the Borough junior high schools; the senior high schools; the College and the Adult levels. The items of the Check List were arranged in ten areas with twenty problems to an area. The areas were:

I. Health and Physical
II. Relationship with People
III. Citizenship
IV. Education
V. Vocation and Economic
VI. Morals and Religion
VII. Personal Temperament
VIII. Courtship, Sex and Marriage
IX. Social and Recreational
X. Home and Family

There was no time limit, and each respondent was asked to read each item carefully, and to mark the corresponding number on the answer sheet in the first column for each item which he considered a problem to him. He could mark as many items or as few as he chose. After completing this first step, the person was directed to look back over the items that he had marked "YES" on the answer sheet and in the second column on the answer sheet, he was to mark those items which were of MOST concern to him. (See Appendix I.)

As a further help in identifying the reasons or possible causes for various problems, and to obtain additional information, a personal data sheet was completed by each person. The combination of the information from these two sources formed the basis for the tabulation of the problems.

The facts gathered included not only the recognition of individual problems selected from the list of two hundred items, but also, from the personal data sheet, (See Appendix I) information about residence, family, educational status, employment, organizations, and modern conveniences. It was also intended that such information about each individual be obtained as a possible base for future research. For this reason, all of the data were not applied in the present study.

Since data processing machines were to be used for tabulating, sorting, and counting, it was necessary to assign a code number to each paper. This was reserved on each card for identifying individual information. The identifying information consisted of code numbers which were assigned systematically.

The punched cards were then sorted and tabulated on the sorting and counting machine. The cards were run through the sorter repeatedly to separate them into groups by residences, levels, sex, blood degrees, parents living together, parents not living together, military, non-military, employed, non-employed, church, non-church, club, no club, other organizations, no organizations, same location, preferred location, electricity, no electricity, radio, no radio, television, no television, telephone, no telephone, newspaper, no newspaper, piano, no piano, water, no water, washing machine, no washing machine, bathroom, no bathroom, furnace, no furnace, refrigerator, no refrigerator, automobile, no automobile, working situations, educational status, according to totals and percentages.

Work sheets were made for each and on them the total incidence of each problem was recorded in the proper columns. The work sheets were used to make detail sheets, in which all problems for each area were grouped together for each level and section.

The problems were totaled by areas, sex, levels, groups and finally totaled for a sum of 38,508 problems marked by the 552 subjects.

A percentage was computed for every problem in every group and level for all females, for all males, and for all participants. Four tables were made for each area of problems, and for each group, level, and sex. The forty tables were incorporated in the appendix of the report, and an analysis of selected significant percentages were made. (See Appendix VIII, Tables III-XLIII.)

For a statistical analysis of the problems and data, the number of problems checked by each participant was counted and recorded. Each group and level were kept separate, and for each individual, the code number, status, age, followed by the number of problems he checked in each area, and the individual total.

"T" tests were made to test the statistical significance of the difference in total number of problems of the two groups.

Finally, for a comparison of the problems of most concern to the Band of Chippewa people and to the non-Indian non-reservation people of the Borough, a table was made listing each problem in order of the number of times checked by the Reservation Indians, the greatest number first.

Equivalent percentages were computed. The problem checked the least number of times was last. The incidence of each problem was also listed for the Indians and the Non-Indians, and the percentages were listed side by side for easy comparison. (See Table I, page 32.)

Limitations. The reliability of the Problem Check List used in this study and the reliability of the individual's responses must be assumed.

It was clearly cautioned in the Manual for the Problem Check List, Rural Youth Form, that the method of analysis used with the check list data was best determined by the purpose for which the data was to be gathered, and that the interpretation must take into account the conditions under which it was gathered and the persons of whom it was representative.[36]

Assumptions. It was assumed that the compiled Problem Check List was appropriate to the maturity level of the individuals, and that the individuals would accept the task with a constructive attitude, would enjoy taking the survey, and would cooperate in marking answers reliably. It was also assumed that the individuals would find that the check lists covered basically the range of personal problems with which they were concerned, and that the greatest problem area for each individual would be the one in which the highest number of marks appeared.

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[36] Price, Bender, and Mooney, Manual to Accompany Ralph E. Bender's PROBLEM CHECK LIST, RURAL YOUTH FORM (Columbus, Ohio: The Bureau of Educational Research, Ohio State University, 1948), p. 7.

TABLE I

MOST FREQUENT PROBLEMS

ALL AREAS -- ALL LEVELS, BOTH GROUPS

Problem	Reservation N-267	Percent	Borough N-285	Percent
16. Feel I need more schooling	176	66	187	66
26. Fail to go to church as often as I should	173	65	163	57
15. Wonder why we are in Vietnam	165	62	226	79
20. Unable to say what I mean(express myself)	163	61	182	84
69. Worry about grades	158	59	227	80
33. Worry too much	154	57	222	78
34. Am often discouraged	150	57	163	57
32. Lose my temper	148	55	195	68
120. Not making enough money	148	55	138	48
82. Often confused on what I want	147	55	156	55
58. Feelings too easily hurt	140	52	162	57
21. Learning how to save money	139	52	154	54
95. Want to improve appearance	138	52	160	56
80. Have guilty conscience over past mistake	138	52	113	40
18. Don't like to study	137	51	200	70
166. Trouble working mathematics	129	46	145	51
67. Weak in spelling and grammar	126	46	97	34
76. Wanting to feel close to God	120	45	150	53
41. Not enough opportunities for recreation	120	45	119	42
35. Take things too seriously	119	45	183	64
2. Overweight	119	45	128	45
71. Need a job during vacation	117	44	130	46
106. Want a pleasing personality	115	43	155	54
130. Trying to break a habit	115	43	131	46
128. Not being as honest as I should	114	43	78	27
72. Too few nice clothes	112	42	79	28
109. Shy	111	42	142	50
10. Lack leadership ability	109	41	133	47
54. Difficult to relax (don't sleep soundly)	108	40	89	31
5. Unsatisfactory complexion	106	40	138	48
11. Lack interest in local government affairs	105	39	129	45
56. Dislike someone very much	104	39	121	42
121. Not making enough money	103	39	76	27
81. Lack confidence in myself	101	38	177	62
68. Poor reader	101	38	69	24
9. Feel inferior(I'm not as good as others)	100	38	121	42
79. Have some habits which can get into trouble	98	37	92	32

TABLE I (continued)

Problem	Reser-vation N-267	Percent	Borough N-285	Percent
105. Have trouble with my teeth	98	37	87	30
42. Not enough opportunities for sports	97	36	83	29
104. Poor eyesight	96	36	86	30
31. Nervous and too excited	94	35	130	46
63. Taxes seem unfair	91	34	187	66
135. Unhappy too much of the time	91	34	67	23
47. Lack of modern conveniences in my home	90	34	21	7
4. Poor posture	90	34	90	32
1. Tired most of the time	89	33	146	51
126. Troubled by the wrong things others do	89	33	116	41
60. Get into arguments and fights	89	33	101	35
84. Afraid of the future	89	33	78	27
152. Often have headaches	88	33	96	34
185. Sometimes wish I had never been born	87	33	115	40
159. Feel I'm left out of things	86	32	91	32
24. Having less money than my friends	86	32	70	25
66. Weak in writing	86	32	91	32
118. Poor memory	86	32	62	22
200. Want more freedom	85	32	115	40
46. Somewhat ashamed of appearance of my home	85	32	49	17
101. Smoking	85	32	64	22
37. Wonder if I'll marry	84	31	122	43
65. Desire to preserve our heritage	83	31	92	32
45. Do not have a hobby	83	31	74	26
85. Don't take things seriously enough	82	30	62	22
90. Knowing whether I am in love	81	30	98	34
92. Feel I'm not using my leisure time well	80	30	98	34
194. Awkward in meeting people	79	30	104	39
110. Have no one to tell my troubles to	79	30	97	20
12. Do not understand the meaning of democracy	79	30	55	19
17. Don't have opportunity to get training I need	79	30	45	16
142. Don't get to see enough movies	78	29	54	19
59. Hurting other people's feelings	78	29	71	25
25. Too many financial problems	76	29	80	28
123. Learning how to spend money wisely	76	29	82	29
99. Too many family quarrels	75	29	76	27
129. Give way to some bad temptations	75	29	73	26
96. Can't go to parents for advice on problems	74	28	132	46
195. Unskilled in conversation	73	27	114	40
153. Not attractive physically (too short, too tall)	73	27	64	22

TABLE I (continued)

Problem	Reser-vation N-267	Percent	Borough N-285	Percent
125. Don't know how to look for a job	73	27	58	20
178. Don't know what to believe	71	27	71	25
93. Not enough social life	70	26	108	38
122. Going into debt or being in debt	69	26	52	18
57. Someone dislikes me very much	69	26	80	28
43. Unsure of my social manners (etiquette	68	25	76	25
184. Stubborn	66	25	88	31
111. Afraid of the future control of our government	66	25	87	31
27. Get no satisfaction from Church Services	66	25	86	30
64. Disturbed about the Civil Rights Movement	65	24	147	52
50. Parents expect too much of me	65	24	97	34
183. Forget things or careless	65	24	60	21
124. Family worried about finances	64	24	72	25
36. Disappointed in a love affair	63	24	93	33
131. Feel I have very little to offer the world	63	24	48	17
134. Too hasty in making decisions	63	24	48	17
108. Jealous	62	23	68	24
91. Have too little time for myself	62	23	65	23
177. Use profanity, swearing, or dirty stories	62	23	44	15
22. Have a half-hearted interest in what I'm doing	61	23	78	27
3. Underweight	61	23	65	23
49. Parents try to make too many decisions for me	60	23	93	33
28. Confused in my concept of God	60	23	89	31
151. Often have colds	59	22	64	22
40. Wondering how far to go in sex relationships	58	22	102	36
44. Living in undesirable location	58	22	43	15
156. Too easily led by others	57	21	74	26
88. Not allowed to go out at nights	57	21	64	22
162. Wonder about my rights as a citizen	57	21	42	15
149. Talking back to my parents	56	21	108	38
143. Don't know how to dance	56	21	88	31
94. Social functions too expensive for me	56	21	49	17
87. Use of the car	55	21	46	16
38. Afraid of marriage responsibilities	55	21	43	15
127. Getting bad reputation	54	20	73	26
138. Don't know enough about sex matters	54	20	62	22
112. Concerned about the military service	53	20	85	30
14. Uninterested in voting	53	20	46	16
168. Don't know enough about my abilities	52	20	73	26

TABLE I (continued)

Problem	Reser-vation N-267	Percent	Borough N-285	Percent
48. Am unhappy at home	52	20	66	23
97. Parents do not trust me	51	19	72	25
29. Fail to see the place of religion in my daily life	51	19	62	22
180. Confused on some moral questions	50	19	84	29
116. Vocabulary too limited	50	19	64	22
174. Not making advancement fast enough	50	19	25	8
182. Usually fail in what I try to do	50	19	29	10
140. Going with a person my family won't accept	49	18	47	16
188. Embarrassed when discussing sex	48	18	74	26
157. Pick the wrong kind of friends	48	18	33	11
86. Seem to lack attractiveness to opposite sex	47	18	75	26
137. Sometimes lose control of sex urges	47	18	41	14
62. Not interested in the welfare of other nations	45	17	43	15
13. Annoys me to have to obey the laws	45	17	28	10
191. Don't know what to do on a date	43	16	69	24
83. Feel I don't know myself very well	43	16	60	21
165. I am not understood	43	16	60	21
74. Do not want to leave home to work	43	16	29	10
133. Can't see the value of daily things I do	42	16	45	16
19. Not genuinely interested in getting an education	41	15	50	18
147. Sickness in family	41	15	46	16
170. School does not prepare me for what I want	41	15	43	15
173. Need more help with my vocational problems	41	15	24	8
77. Affected by race prejudice	40	15	52	18
30. Doubt the value of prayer	40	15	47	16
6. Dislike having people around	40	15	46	16
196. Clash of opinions between parent and me	39	15	72	25
119. Dislike dealing with theories and abstracts	38	14	70	25
189. Being in love with someone I can't marry	38	14	38	13
23. Afraid of losing my job	38	14	20	7
190. Need help on what makes marriage successful	38	14	19	7
7. People seem to avoid me	37	14	49	17
148. Don't Like to take my friends to my home	37	14	49	17
143. Don't know how to select clothes	37	14	34	12
181. My life is dull and monotonous	37	14	34	12
197. Wish I had a better family background	37	14	32	11
39. Have too few dates	36	14	108	38
164. Where to place my values	36	14	62	22
98. Am hiding something from my parents	36	14	46	16

TABLE I (continued)

Problem	Reser-vation N-267	Percent	Borough N-285	Percent
107. Do not get along well with others	36	14	36	13
8. Have no close friends	35	13	66	23
163. Surviving in a modern world	35	13	51	18
160. Feel discouraged	35	13	30	11
146. Parents have been separated or divorced	35	13	23	8
150. Parents don't set a good example	34	13	62	22
114. The fact that I am an Indian	34	13	3	1
113. Lack of confidence in government officials	33	12	49	17
136. Don't know what to do about necking and petting	33	12	43	15
199. Feeling I really don't have a home	33	12	30	11
73. Would rather do another job	32	12	35	12
154. Trouble with feet	32	12	23	8
102. Poor hearing	32	12	15	6
187. Breaking up a love affair	31	12	46	16
169. School is not interested in me	31	12	27	9
161. Disturbed over policy of the government	30	11	44	15
53. Have a speech handicap (stuttering, etc.)	30	11	30	10
141. Not enough opportunities to listen to the radio or watch television	29	11	31	11
52. Have a poor appetite	28	11	33	12
176. Drink too much	28	11	19	7
132. Too self-centered	27	10	41	14
193. Don't mix easily with opposite sex	26	10	81	28
100. Parents are not well suited for each other	26	10	42	15
172. Not really interested in any particular kind of work	26	10	39	14
196. Parents are sacrificing too much for me	26	10	33	12
139. Think too much about sex	24	9	58	20
158. Being snubbed	24	9	36	13
55. Have troubles with allergies (asthma,etc.)	23	9	60	21
117. Don't get along with teachers	23	9	42	15
51. Have a serious ailment	22	8	9	3
155. Menstrual disorders	21	8	31	11
167. Not interested in further education of any kind	20	8	21	7
179. Have given up all interest in religion	20	8	14	5
103. Have a physical handicap	20	8	10	4
75. Making investments in bonds, land, insurance	19	8	24	8
89. Marrying someone of a different race	19	8	14	5
171. Family is against my choice of occupation or plans	18	7	15	5

TABLE I (continued)

Problem	Reservation N-267	Percent	Borough N-285	Percent
115. The fact that I am not a white man	18	7	5	2
78. Affected by religious prejudice	17	6	32	11
171. Job contract or partnership is unfair	16	6	17	6
192. Don't mix easily with own sex	15	6	37	13
70. Forced to quit school to support family	14	5	30	11
144. In too many social activities	13	5	9	3
61. Troubled over federal government	11	4	28	10
186. Venereal (sex) disease	8	3	3	1

In line with the thinking of John F. Bryde and his findings in the Sioux culture, it was also assumed that deviations among the Indians themselves would be correlated with the degree of Indian "blood" of each individual.[37]

Hypotheses. It was expected that this study would show a significant difference between this Band of Chippewa Indians and the control group in problem incidence. The Indians who live on the Reservation would report a higher problem incidence in all ten areas, and females in both groups would report more problems than the males.

The .05 level of significance was chosen as the basis for accepting or rejecting these hypotheses.

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[37] John F. Bryde, *The Sioux Indian Student: A Study of Scholastic Failure and Personality Conflict* (Pine Ridge, S.D.: Holy Rosary Mission, 1966) (Mimeographed).

CHAPTER IV

PRESENTATION OF DATA

I. OVERVIEW OF FINDINGS

The compiled Problem Check List was presented to a grand total of 726 subjects in junior high school, senior high school, college, and adult levels. The two geographical settings from which participants were drawn were the Turtle Mountain Reservation, Belcourt, North Dakota, and the Borough of Indiana, Pennsylvania. (See Figure 1, page 24) The people participating were highly heterogeneous in background, nationality, religion, and financial status.

A total of 552 sample subjects actually returned their data. The check list and identifying personal data sheets were administered by the selected persons in group settings.

The problem of tabulation was attacked through the use of data processing machines. A number of charts and tables were prepared to designate the incidence of problems by areas, groups, levels, sex, individuals and totals. (See Appendix VIII, Tables III-XLIII)

This study was founded upon the assumption that the essential validity of an instrument of this kind consists of determining whether or not individuals can recognize their own problems, and whether they are willing to find them on a check list and record them. Table I shows the results and percentages of such tabulation. (Page 32)

Of the three hypotheses established none were accepted at the .05 level of confidence. The Band of Chippewa Indians did not report more problems than the residents of the Borough. The Indians from the Reservation did not report a higher problem incidence in all ten areas. Deviations among the Indians themselves, to be correlated with the degree of Indian blood, was not investigated due to the inaccurate markings on the personal data sheet recording the degree of Indian blood. Females in both groups reported more problems in all ten areas than the males. (See Table XLIII)

From the "T" test, it was established that there was no significant difference in the number of problems reported in all ten areas byboth groups.

The greatest problem area for the Reservation group was Ara VII, Personal Temperament. The most frequent item marked in this areadealt with being discouraged (item 34). A large number considered worring a concern (item 33).

The Problem Area IV, Education, was second in importance for the Reservation group. Heavily checked items included worrying about grades (item 69), and weakness in spelling and grammar (item 67).

The Reservation group ranked Area VI, Morals and Religion, as third highest while the Borough ranked it as sixth, as shown in Table II Failing to go to church (item 26) was the major concern in Area VI forboth groups. According to the personal data reports, the 163 individuals on the Reservation who marked church membership totaled 3729 problems whereas, 104 remaining individuals totaled 2529 problems. (There were thirteen participants who failed to mark anything in this section.) For the Borough, 224 church affiliated individuals marked 6783 problems, and the 61 remaining individuals registered 2749 problems.

TABLE II

RANK ORDER OF ALL TEN AREAS COMPRISING THE PROBLEM CHECK LIST

Area		Reservation	Borough
I.	Health and Physical	7	8
II.	Relationship with People	4	4
III.	Citizenship	5	3
IV.	Education	2	1
V.	Vocation and Economic	8	7
VI.	Morals and Religion	3	6
VII.	Personal Temperament	1	2
VIII.	Courtship, Sex, and Marriage	10	9
IX.	Social and Recreational	6	5
X.	Home and Family	9	10

Relationship with People, Area II, ranked fourth for the Reservation and the Borough. Hurt feelings (item 58) was most important for both groups of females and being shy (item 109) and disliking someone (item 56) are marked by the Reservation and Borough males respectively.

Problems of Home and Family (Area X) ranked ninth for the Reservation. The Borough ranked this area as tenth. Item 47, lack of modern conveniences, was the most heavily weighted item for the Reservation. Parents trying to make decisions for them (item 49), and want of more freedom (item 200) were equally marked by the Reservation male. For the Borough, the females listed item 96, can't go to their parents as their main concern, and the men selected item 200, wanting more freedom.

Health and physical development, Area I, ranked seventh for the Reservation. It was discovered that the Reservation females and males were worried about being overweight (item 2), while the Borough females and males were tired much of the time (item 1). The Reservation males were also concerned about smoking, while the Borough males worried about their complexion. Wanting to improve their appearance (item 95) concerned both groups, particularly the females.

Citizenship, Area III, ranked in fifth place for the Reservation. The females were doubly concerned about the Vietnam issue as the males in both groups, even though, both females and males checked this item 15 heavily. Saving money (item 21) was rated next by the females of both groups and the males of the Borough, while the males of the Reservation were more concerned about making enough money (item 121). It is necessary to remember that the sample adult groups were both employed in similar occupations, namely Operation Mainstream and foods and dining services.

Courtship, Sex, and Marriage, Area VIII, problems were marked the least number of times by the Reservation. Again, the females of both groups were worried about getting married (item 37), while the Reservation males wanted the use of a car (item 87), and the Borough males wondered how far to go in sex (item 40).

Each of the ten areas contributes to the development of the whole individual, and one can only attempt to overcome the unsatisfactory or undesirable behavior encountered. Many of the origins of unseemly behavior might possibly be identified by means of the Problem Check List.

II. THE SURVEY

Administration of the compiled problem check list and the personal data sheet. The compiled Problem Check List was administered by selected persons to thirty-nine junior high school students at St. Ann's Indian Mission School; to fifty-three junior high school students at the Turtle Mountain Community (Federal) School; to thirty-five college students; and to eighty-two adult Operation Mainstream enrollees. All were members of the Band of Chippewa Indians of the Turtle Mountain Reservation. The total number of returns was two hundred sixty-seven. The same instrument was administered and the number of copies returned from the control group belonging to the Borough of Indiana, Pennsylvania were: one hundred three junior high school students; ninety-seven high school students; forty college students and forty-five adults of the local Operation Mainstream Department and the Slater Foods Service.

Upon completion of the data, the check lists and personal data sheets of each individual were to be sorted together. Each person's papers were then ready to be coded. It was discovered, however, that at least one group of twenty papers were not kept together. This incident itself could tend to distort the total findings.

III. RESULTS OF THE SURVEY

The ten areas of the Problem Check List were tabulated searately by groups and levels, and sexes, and summarized to facilitate beter comparisons between the two groups and between individual problems in each category.

Health and Physical Area. The data with regard to health and physical problems are presented in Tables III, IV, V, and VI. (See Appendix VIII) Since the tables are self-explanatory, only the more commonly checked items will be discussed or compared. The problems for each area were listed in the order in which they appear in the Problem Check List, but it should be noted that the problems of one area, while not numbered consecutively on the Check List, were listed in groups of five, and there were four groups for each area. This is the order in which they appear in the study.

In a review of the health and physical problems of the junior high school levels, it will be noted from Table III the most prominent problems with the highest percentages were: unsatisfactory complexion (item 5), poor posture (item 4), and poor eyesight (item 104). The Reservation females marked poor posture most frequently and ranked item 54, difficult to relax, second. The Borough females were seemingly concerned about having an unsatisfactory complexion. The Reservation males checked most often the problem of poor eyesight; and the Borough males selected the poor posture item as did the Reservation females.

The Reservation senior high school students, both male and female, heavily checked having an unsatisfactory complexion a concern; and both male and female students of the Borough marked being tired most of the time (item 1) as their major worry.

At the college level, females from both groups listed being tired most of the time first. However, the Reservation females marked being overweight (item 2) the same number of times. The Reservation males checked being overweight and smoking (item 101) highest, while the Borough males were most concerned about underweight.

The overweight problem was most frequently checked for the females of both groups of adults. However, there appears to be a problem with poor teeth for the Reservation males who checked this item the most times. Smoking for the Borough male adults is an apparent concern.

Health and physical, Area I, averaged 66.2 percent, which is the total percent of the incidence of all problems in this area for the Reservation females, and 49.8 percent for the Reservation males. This is a total average of 58.0 percent and thus Area I ranks seventh. (See Table LXIII)

Relationship with People. Area II ranked fourth in order of importance for the Chippewa people on the Reservation. The total average for the group was 72.4 percent. The average number of problems marked for the females was 88.1 percent and for the males it was 56.4 percent. From the Borough, which ranked this area fourth, 85.2 percent of the females and 58.5 percent of the males averaged a 71.9 percent on the problem check. Item 58, feelings too easily hurt, ranked eleventh highest out of the total two hundred items. (See Table XLI)

Both groups of junior high school males expressed concern about disliking someone very much (item 56). The Reservation junior high school females felt that having their feelings hurt (item 58) was most serious. They selected feeling inferior second. The Borough group of females in this level felt they lacked leadership ability. (See Table VII)

In the senior high school level, the most frequently checked problems were dislike for someone very much (item 56), feelings too easily hurt (item 58), hurting other people's feelings (item 59), and being shy (item 109). Items 56, 58, and 59 were equally marked by the Reservation females. The Borough females checked item 58 the most number of times. The Reservation males checked being shy, and the Borough males indicated they were concerned about disliking someone very much. (See Table VIII)

Table IX shows that the males of the Reservation and the females of the Borough, in the college level, registered feelings too easily hurt the most number of times. The females of the Reservation checked the lack of leadership ability the most number of times. Feeling inferior (item 9), the lack of leadership ability, wanting a pleasing personality, being jealous, and feeling left out of things were all checked the same number of times for the Borough males.

In the adult level, both females and males of the Reservation follow a similar tendency of the other levels in having their feelings hurt too easily; whereas the Borough adults as a whole checked have no close friends (item 8) most frequently. The Borough males checked getting into arguments and fights most frequently. (See Table X)

Citizenship. Area III. A quite consistent pattern of frequency in Tables XI, XII, XIII, and XIV is displayed, for in the four levels of both groups, the high percentages cover the concern and wonder why we are in Vietnam (item 13); the lack of interest in local government affairs (item 11); and taxes seem unfair (item 43). A total of 163 responses to the

Vietnam issue for the Reservation was converted to 62 percent.

Education Development, Area IV. Educational problems were among the most numerous. The percentages were high in all four levels of each group. In Tables XV, XVI, XVII, and XVIII one can readily observe that the main concern for the females was their grades (item 69). The junior high school groups ranked grades the highest. For the senior high school level, both groups of females considered grades their main concern, whereas the Reservation males don't like to study and the Borough males (63 percent) felt they needed more schooling. It might be well to mention that 24 percent of the Reservation males felt the same need.

As shown by Table I, page 24, number one at the top of the list of the numerously checked items, from the most to the least, is the feeling of the need for more schooling. Out of the total of 267 individuals on the Reservation, 176 (66 percent) checked this item, and out of 285 individuals from the Borough of Indiana, 187 (66 percent) listed this as a concern.

Other concerns in the educational area were: don't like to study (item 18), trouble working with mathematics (item 166), weak in spelling and grammar (item 67), and being a poor reader (item 68).

In the adult groups, the feeling of need for more schooling ranked very high for both groups of males and females.

Vocation and Economic, Area V. The area of work and money was ranked eighth by the Reservation and seventh by the Borough. The greatest percentages in this group of problems were related to how to save money (item 21) and needing a job during vacation (item 71) for the junior high, senior high, and college levels, both female and male.

In the junior high level, the Reservation females considered needing a job during vacation a problem the most frequently as did both the senior high females and males and the Borough college males. On the other hand, the Reservation males, Borough junior high females and males, the senior high Borough males, the Reservation college females and males, and the Borough females checked learning how to save money the most times.

Too many financial problems (item 25) was the greatest concern of the Reservation adult females; but the Reservation males felt they were not making enough money (item 121). In the Borough group, the females were consistent with the trend of the other three levels by rating item 21, learning how to save money, as their worry. The struggle of having less money than friends, and the learning how to spend money wisely were two equally checked problems for the Borough adult males.

A thorough study of the Tables XIX, XX, XXI, and XXII might be made to sense the desires and needs of the Reservation Indians.

Morals and Religion, Area VI. The third most frequently checked item in the ten areas was taken from the area of Morals and Religion. (See Table II, page 40) The concern about failing to go to church as often as one should (item 26) was checked by 173 (66 percent) out of 267 individuals on the Reservation and by 163 (57 percent) of the 285 individuals of the Borough. However, a breakdown in the four levels shows there were other concerns than going to church.

Among the junior high students, there was a divergence of responses such as: not being as honest as one should be (item 128)(marked frequently by the Reservation females); failing to go to church (item 26) and wanting to feel close to God (item 76) (marked frequently by the Reservation males); failing to go to church (item 130) (Borough females); having some habits which could get them into trouble (item 79) and having a guilty conscience for some past mistake (item 80) (Borough males). (See Table XXIII)

Forty-eight percent of the Reservation senior high females checked having a guilty conscience (item 80). Item 26, failing to go to church, was the high count for the Reservation and the Borough senior high males. Troubled by the wrong things others do (item 126) and failing to go to church bothered the Borough females of this level. (See Table XXIV)

Failing to go to church (item 26), being confused in ones concept of God (item 28), wanting to feel close to God (item 76), and being affected by race prejudice (item 77) concerned the Reservation college females. The college males of the Reservation were most concerned about going to church as often as they should. There was a wanting to feel close to God (item 76) amongst the Borough college females but the males in this group were bothered about some past mistake (item 80). (See Table XXV)

The adults in both groups had the greatest percentages coverning the failing to go to church problem. Only the Borough males checked they wanted to feel close to God as an equal concern. (Table XXVI)

The Morals and Religion Area ranked third for the Reservation group and sixth for the Borough. (See Table II, page 40)

Personal Temperament, Area VII. This area is ranked at the top of the list of ten by the Reservation. The Borough ranks this area second. The highest number of incidences occurred within these twenty items for the Reservation.

Loss of temper (item 32), worry (item 33), discouragement (item 34), take things too seriously (item 35), and being confused on what they want (item 82) were the frequently checked problems. Sometimes wished they had never been born (item 185) was another item that shows high incidence in the various levels and groups.

The junior high Reservation females selected confusion (item 82); the males checked discouragement (item 34). The Borough level females listed worry (item 33); and the males expressed a loss of temper as their problem. The item concerning never having been born (item 185) rated as follows: Reservation females 35 percent; males, 22 percent; the Borough females, 31 percent; and the males, 14 percent. (See Table XXVII)

From Table XXVIII, one can observe there were 40 percent of the Reservation senior high females who checked that they were often confused on what they wanted (item 82). Thirty-two percent marked sometimes they wish they had never been born (item 185). The Reservation males indicated two concerns: taking things too seriously (item 35) and being confused on what they want (item 82). Their feelings towards being born was expressed by six percent (item 185). Worry and loss of temper were the high checks for the Borough senior females and males respectively. Item 185 was expressed by ten percent of the females and only eleven percent of the males.

The college picture is somewhat consistent between the two groups. Both groups of females feel a lack of self confidence (item 81). Thirteen percent of the Reservation females and 19 percent of the Borough females sometimes wish they had never been born. The male groups referred to worry (item 34), and being confused (item 82) as problems. The Reservation males did include taking things too seriously as one of their main problems. Their indications about sometimes wishing they had never been born (item 185) were: Reservation males, 15 percent, and Borough males, five percent. (See Table XXIX)

Worrying too much (item 33) was the most frequently marked problem for the Reservation adult females and males. These females also checked that they were often discouraged (item 34). This same item was high on the list for the females and the males of the Borough. These females did include that they take things too seriously, while the males said they were often discouraged. (See Table XXX) Eighteen percent of the Reservation females, seven percent of the males, eighteen percent of the Borough females and seven percent of the males checked item 185.

Courtship, Sex, and Marriage, Area VIII. The Chippewa Indians on the Reservation placed the problems that dealt with courtship, sex, love and marriage at the bottom of the list of their area concerns. The Borough residents ranked it next to the bottom. (See Table II, page 40) Items of most concern for the total groups were wondering if they will marry (item 37), the use of the car (item 87), and how far to go in sex relationships (item 40). The very least checked concern by all was that of venereal (sex) disease. (See Table I, page 24)

It seems that the junior high females of both groups are disturbed about whether they will marry or not (item 37). The Borough males also checked this item along with wondering how far to go in sex relationships. The Reservation males cared about the use of the car (item 87) and being able to go out at nights (item 88). (See Table XXXI)

Marriage possibilities (item 37), too few dates (item 39), the use of the car (item 87), and knowing whether they are in love (item 90) were the major concerns of the senior high groups. Item 37 bothered the females of the Reservation, while item 87, bothered the males.* The Borough females were worried about item 37, and the males feared they had too few dates (item 39). (Refer to Table XXXII) To know whether they were in love or not (item 90) was a problem for both the Reservation college males and the Borough females. The females of the Reservation said they needed help on what makes a marriage successful (item 190), and the Borough College males checked their wonder of how far to go in sex relationships (item 40). (See Table XXXIII)

For the adults of the Reservation, being in love with someone they couldn't marry (item 189), and needing help on what makes a successful marriage (item 190) were the two items of most concern for the females. The males admitted that they sometimes lost control of sex urges (item 137). The Borough female adults lamented the fact they were not allowed to go out at nights (item 88) and didn't know enough about sex matters

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*The car situation on the Reservation is not that of the Borough. Very few Reservation families have more than one car.

(item 138). Again, wondering how far to go in sex relationships (item 40) was checked the most number of times by the adult males of the Borough. (See Table XXXIV)

Social and Recreational, Area IX. The desire to improve the appearance (item 95) was the highest checked problem for both groups of the junior high level, though the Borough males were more concerned about knowing how to dance (item 138). (See Table XXXV) The senior high females of the Reservation listed not enough opportunities for recreation as their problem while the females and the males of the Borough listed appearance concern. Reservation senior high males felt they were living in an undesirable location (item 44). The Borough males had also indicated concern about not using their free (leisure) time well (item 92). (See Table XXXVI)

For the college level, fifty percent of the Reservation females and thirty-two percent of the Borough males checked they were awkward in meeting people (item 194). Fifty percent of the females of the Reservation also showed concern about not having enough opportunity for recreation (item 41), not using their leisure time well (item 92), and not having enough social life (item 93). Many of the females of the Borough said they were unskilled in conversation (item 195). The Reservation males made clear that social functions were too expensive for them (item 94). (See Table XXXVII)

The adults on the Reservation both felt there was not enough opportunities for recreation (item 41) on the Reservation. Both groups of adults in the Borough checked that the social functions were too expensive (item 94). The Borough males also were concerned about not having a hobby (item 45) and wanting to improve appearance (item 95). (See Table XXXVIII)

Home and Family, Area X. Consideration for the home and family ranked ninth of the ten areas for the individuals of the Reservation. The Borough of Indiana individuals listed it tenth in rank. Commonly checked problems were: lack of many modern conveniences in the home (item 47), parents try to make too many decisions (item 49), cannot go to parents for advice (item 96), and the want of more freedom (item 200).

The desire for more freedom (item 200) was concern of the Reservation junior high group. The Borough females felt they could not go to their parents for advice (item 96). The Borough males in this level said their parents expected too much of them (item 50). (See Table XXXIX)

In the senior high level, the Reservation females and the Borough females both expressed that they cannot go to their parents for advice (item 96). The Borough females also feel that their parents expect too much of them (item 50); and they are concerned about talking back to their parents (item 149); and they want more freedom (item 200). More freedom is a problem for the males of the Reservation and the Borough. The Reservation males, however, also feel that their parents are trying to make too many of their decisions (item 49). (See Table XL)

It was interesting to note that both the college females and the males of the Reservation were bothered about the appearance of their home (item 46). The Reservation females were also disturbed about not having modern conveniences in their homes (item 47). The Reservation males were bothered about their parents trying to make too many of their decisions (item 49). The Borough males felt the same way about their parents trying to make too many of their decisions (item 49) and the clash of opinions between parents and themselves (item 198). The major concern of the Borough college females was that they could not go to their parents for advice on problems (item 96). (See Table XLI)

By observing Table XLII one can notice that the lack of modern conveniences in the home (item 47) is a popular problem for both adult groups on the Reservation and the males of the Borough.* This group of Borough males feel that parents do not set a good example (item 150); they do not like to take friends into their homes (item 148); and they want more freedom (item 200). The Borough females feel disturbed about not being able to go to parents for advice (item 96); and they too, want more freedom (item 200).

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*The poverty of the Reservation is not clearly emphasized in this study, but the reader must realize that the Indian adult sample is considered to be of the higher economic income bracket on the Reservation, whereas the adult sample of the Borough is considered to be of the lower income bracket.

CHAPTER V

ANALYSIS OF THE DATA

In a statistical computation, the common median of the fifty-five Reservation junior high females was found to be 38.9 problems per person; whereas there was a score of 30.2 problems per person for the sixty-seven females of the Borough. The average number of problems per person for the thirty-seven males of the Reservation in this level was 26.4, and 29.4 problems for the males of the Borough.

The average number of problems per person for the females of the Reservation in the senior high level was 31.2 and for the Borough females it was 36.2. The males of the Reservation averaged 23.2 problems per person, while there were 31.2 problems per Borough male.

In the college level, the eight females of the Reservation averaged 46 problems per person and the twenty-one females of the Borough averaged 42.4 problems. The twenty-seven Reservation males in this level were found to have 32.3 problems and the nineteen Borough males came to 18.7 problems per person.

For the forty female adults of the Reservation, there was an average of 34.8 problems per person; for the seventeen females of the Borough, there was an average of 45.5 problems per person. The forty-two males of the Reservation scored 31 problems and the twenty-eight Borough males scored 38.6 problems per person.

Some idea of the relationship of the Reservation and the Borough levels is presented in Figure 2. The average of the total number of all

200 problems for the Reservation females and males are compared with the females and males of the Borough in all levels.

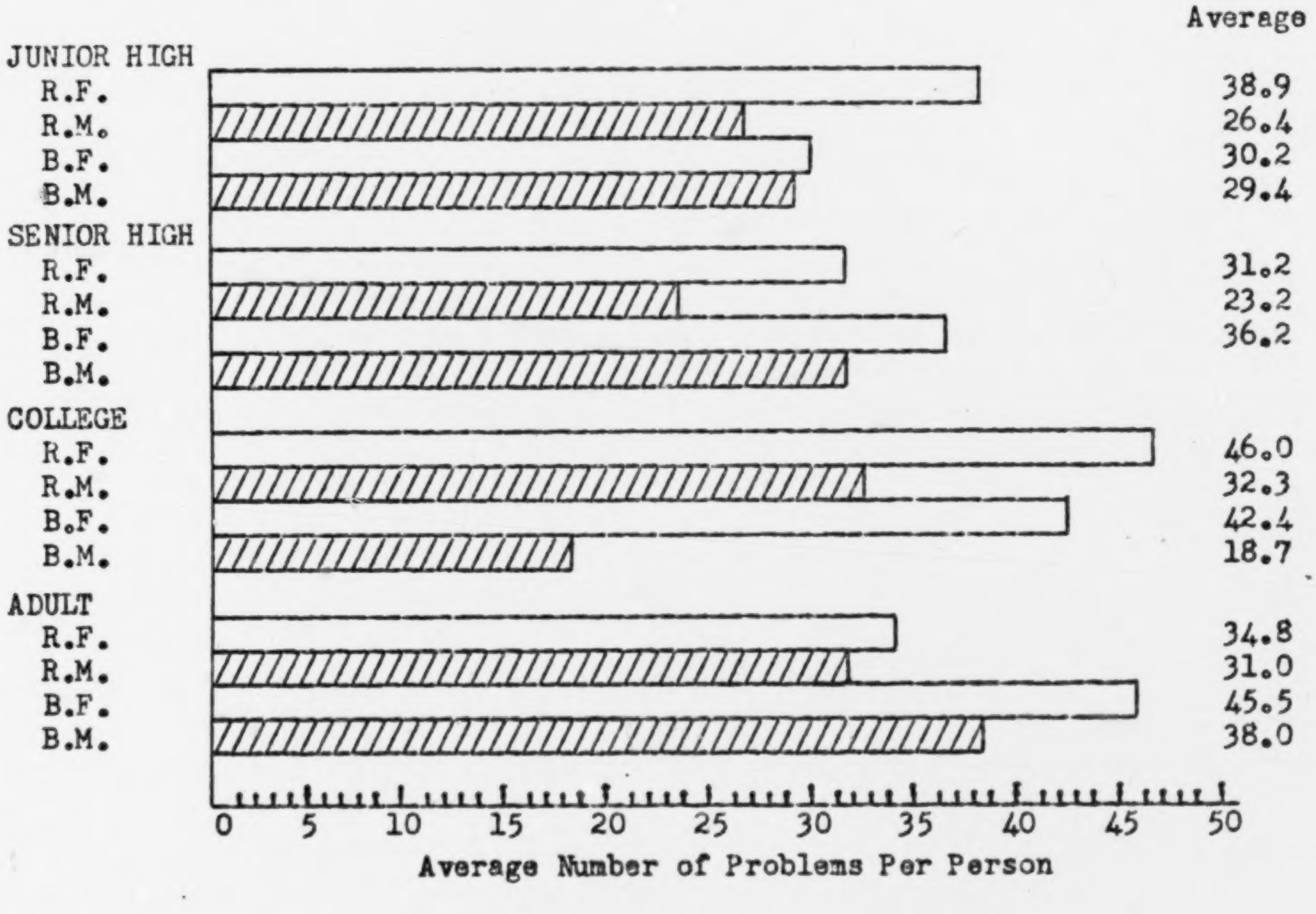

FIGURE 2

A COMPARISON OF THE RESERVATION FEMALES AND MALES AND THE FEMALES AND MALES OF THE BOROUGH OF THE JUNIOR HIGH, SENIOR HIGH, COLLEGE AND ADULT LEVELS

R.F. - Reservation Females
R.M. - Reservation Males
B.F. - Borough Females
B.M. - Borough Males

□ Female

▨ Male

To ascertain the degree of confidence in the difference between the two sample groups from the Reservation and the Borough, the "t" test was used. In this experiment, the experimental group was expected to perform differently from the control — to reveal more or less problem areas. The purpose of the experiment was to give the facts a chance to disprove or confirm the hypothesis. In rejecting the null hypothesis, it was asserted that the obtained difference was "significant," meaning that there was a true difference between the populations (Reservation and Borough) which was greater than zero. In accepting the null hypothesis, on the other hand, it was conceded that there was no reason to suspect — as far as the data were concerned — that the population means differed at all. The two groups were not significantly different in their answers to Area IX, which was used for computing the "t" test because of it having the highest percentage of difference; therefore, there was no significant difference in any of the other nine areas. (See Table XLIII for area percentages.)

The rank-difference coefficient of correlation measured the relationship between the rank orders held by the areas in the two groups. Differences between groups were expressed by ranking the areas in 1-2-3 order. From the correspondence between the two groups of ranked data, a coefficient of correlation called "rho" was computed. ("Rho" is a close approximation to "r," the "standard" index of relationship between the two groups measured in terms of checked performance.) The Reservation ranks are shown in column 2, the Borough ranks in column 3.

The differences (D) between each area pair of ranks, without regard to sign, are shown in column 4, and the differences squared (D^2), in column

5. The sum of these squared rank differences (D^2) together with N, the number of areas, are put in rank-difference formula to give the coefficient "rho:"

(1) Areas	(2) Rank-Reservation	(3) Rank-Borough	(4) D	(5) D^2
I. Health and Development	7	8	-1	1
II. Relationship with People	4	4	0	0
III. Citizenship	5	3	2	4
IV. Education	2	1	1	1
V. Vocation and Economic	8	7	1	1
VI. Morals and Religion	3	6	-3	9
VII. Personal Temperament	1	2	-1	1
VIII. Courtship, Sex, and Marriage	10	9	1	1
IX. Social and Recreational	6	5	1	1
X. Home and Family	9	10	-1	1
			Σ =	20

$$\text{rho} = 1 - \frac{6 \times \Sigma D^2}{N(N^2-1)} = 1 - \frac{6 \times 20}{10(99)} = .879$$

This coefficient indicates a substantial correlation in the relationship of rank orders between the Reservation and Borough: a not unexpected finding. Since a degree of correspondence is expressed by the coefficient of correlation along a scale which extends from 1.00 through zero to -1.00, the coefficient of .879 denotes a rather high relationship between the two groups.

The same procedure was used to measure the relationship between the rank orders held by the areas in the total females and the total males. The female averages are shown in their rank order in column 2. The male averages are shown in column 3. The differences between each area pair of ranks are shown in column 4. The squared rank differences together with the sum of these differences are in column 5 together with the number of areas.

(1) Areas	(2) Rank-Female	(3) Rank-Male	(4) D	(5) D^2
I. Health and Development	6	8	-2	4
II. Relationship with People	3	5	-2	4
III. Citizenship	5	4	1	1
IV. Education	2	1	1	1
V. Vocation and Economic	8	6	2	4
VI. Morals and Economic	10	3	7	49
VII. Personal Temperament	1	2	-1	1
VIII. Courtship, Sex, and Marriage	9	9	0	0
IX. Social and Recreational	4	7	-3	9
X. Home and Family	7	10	-3	9
				N = 82

$$\text{rho} = 1 - \frac{6\Sigma D^2}{N(N^2-1)} = 1 - \frac{6(82)}{10(99)} = .533$$

The .879 correlation between the Reservation and Borough was quite high and the relationship between the number of problems in the ten areas for all females and all males suggested that the females reported more problems than the males with a .533 correlation.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

I. CONCLUSIONS

In a comparison of total Reservation and total Borough who marked the Check List, there was a close relationship in the percentages of the problems as seen in Table I. This table, which lists the two hundred problems in descending order of frequency and percentages for the Reservation, also lists the same problems for the Borough, in order to make a comparison of what each group considered to be most troublesome. Table XLIII presents the percentages and averages of the females and males in all ten areas.

A comparison of the average number of problems per person of all levels (junior high, senior high, college and adult) of both groups is presented in graphic form in Figure 2. In many cases the results are similar.

The total number of problems marked by the 267 individuals of the Reservation was 17,967. The 285 individuals of the Borough checked 20,541. A total of 38,508 problems were checked by 552 individuals.

In Appendix VI there appears a tabulation of information obtained from the personal data which could not be processed through the computer. The participants were asked to state where they would like to live. The "Same" here refers either to the Reservation or the Borough. The data also states the present employment, what they would like to do, and what clubs, if any, they belong to.

The first hypothesis was that there was significant difference between the Chippewa Indians of the Turtle Mountain Reservation group and the control group of the Borough of Indiana, Pennsylvania in problem incidence. This hypothesis was rejected at the .05 level of significance. The correlation coefficient was .879.

The second hypothesis was that the Indians who live on the Turtle Mountain Reservation might tend to report a higher problem incidence in all ten areas. This hypothesis is rejected on the basis that the Indians in only four of the ten areas had higher averages. (See Table XLIII)

The third hypothesis proposed that the females in both groups would report more problems than the males. This was confirmed. (See Chapter V, Analysis of the Data)

Implications. A review of the administration of the Check List and the manner and incidence of responses might indicate some of the following observations:[38]

1. Some of the items may have been marked with only vague notions as to their specific meanings.
2. The fact that individual checked a problem was not in itself "bad." Each person posed an individual case, and needed to be considered in the light of progression from something better or something worse. The same item could have been

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[38] Ross L. Mooney and Leonard V. Gordon, Manual, The Mooney Problem Check Lists (New York: The Psychological Corporation, 1950).

good or bad for different individuals.

3. The administrator may have seen that a given problem existed for an individual, although the individual himself may not have recognized his own weakness, in which case he would not have marked the problems.
4. Individuals probably checked only those problems by which they felt that they would be treated fairly. If they became confused or if they misunderstood, they conceivably might have limited their responses.
5. The two groups may perceive the same problems differently. From the problems checked, and from the personal data sheets, some participants would or should be selected for counseling. These selections could be made on the basis of the frequency in the number of problems marked in a particular area, and the responses to particular items. However, this is impossible because this study was done anonymously.

III. RECOMMENDATIONS

It is recommended that a study of the individual problems, comments, and data be made, and from these findings, that both groups be analyzed as thoroughly as possible. Where the individual needs (as a group) can be met, every possible means must be used to meet these needs within the Reservation community. The check list did give the individual the chance to identify and admit his problems.

The overall survey should give those working with the certain groups a basis for anticipation of problems, and a chance to try to forestall any detrimental effects. When using the check list, the aim is to analyze an individual's problem in relation to his particular life situation, and to attempt to develop some possible plan of action, if needed, to guide the individual(s) or to improve his (their) situation substantially.

It is also recommended that a further investigation be made of the results of this acculturation study. The similarities between the two groups is one interesting aspect; however, to study the perceptions of personal problems in the various areas may suggest new insights for establishing communication and education in the American society today.

IV. SUGGESTIONS FOR FURTHER RESEARCH

Many possibilities for further research have been omitted from this thesis. A comparison of individuals by chronological age, by educational grade level, by church affiliations, by family status, by number of children in the family, by modern conveniences such as electricity, radio, television, telephone, newspapers, running water, heating systems, automobiles, and by future intentions (See Appendix VI) could yield some rewarding findings in the life and environment of the Reservation Indians.

A complete study could be made through analyzing the incidence of problems in each area by a listing of frequencies from high to low in each area for each level, by normal homes, broken homes, ages, and number of siblings in the family.

The acculturation of this group has been a long drawn out affair throughout their history in adapting to the modern ways of thinking, acting and living. Perhaps this study is but a base to serve as a means for the Turtle Mountain Band of Chippewa Indians to discover and satisfy their needs as they struggle in finding a meaningful, successful identity and role in the American society.

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APPENDICES

APPENDIX I

PROBLEM CHECK LIST AND ANSWER SHEET

To Participants:

In completing the attached checklist you will be assisting in the undertaking of a study designed to determine the number and types of problems that concern people in various age groups and levels.

For the purposes of this study it will not be necessary to sign your name or to be otherwise identified. Please complete and return these materials in the self-addressed envelope provided.

PLEASE FILL IN THE BLANKS:

Present place of residence:____________________________
Where would you like to live?__________________________
Sex:______________ Age to nearest birthday:__________
Degree of Blood: 1/4 - 1/2 - 3/4 - Full
Are you married or single or divorced?________________
Number of brothers_____ Number of sisters______________
Is your father living?____ Is your mother living?______
If both parents are living, do they live together?_____
Are you enrolled in school? If so, what grade?_________
Did you graduate from high school?_____________________
If not, what is the highest grade completed?___________
Have you had military service?____ Number of months:___
Are you employed?____ What is your job?________________
In what job or vocation would you like to become established?
____

CHECK THE SITUATION THAT APPLIES TO YOU:
_____ Work at home, without regular pay or share.
_____ Work at home, with definite allowance, share, or pay.
_____ Work away from home, live at home.
_____ Work away from home, live away from home.

CHECK THE FOLLOWING ORGANIZATIONS WHICH YOU PARTICIPATE IN:
_____ Church
_____ Club
_____ List others:_________________________________

CHECK THE FOLLOWING THAT YOU HAVE IN YOUR HOME:
_____ Electricity
_____ Radio
_____ Television
_____ Telephone
_____ Daily newspaper
_____ Piano
_____ Running water
_____ Washing machine
_____ Bathroom
_____ Central furnace system
_____ Refrigerator
_____ Automobile

****

DIRECTIONS

This is a list of troublesome problems which often face people -- problems of health, vocation, religion, social life, and the like. Go through the list, pick out the particular problems of concern to you and indicate those which are of most concern. Please understand that problems of concern to you are not necessarily indications of weakness on your part. For example, it is possible that more people should be personally concerned about the national debt or their lack of information with regard to successful marriage. There are just two steps:

1. Read the list slowly, pause at each item, and if it suggests something which troubles you, mark the "YES" blank on the separate sheet. Go through the entire list.

2. After completing the first step, look back over the items that you have marked "YES" and in the other column on the answer sheet fill in the "YES" blanks for those items which are of MOST concern to you.

FIRST STEP: Read the list slowly, and as you come to a problem which troubles you, mark the "YES" blank on the answer sheet.

1. Tired most of the time
2. Overweight
3. Underweight
4. Poor posture
5. Unsatisfactory complexion

6. Dislike having people around
7. People seem to avoid me
8. Have no close friends
9. Feel inferior (I'm not as good as others)
10. Lack leadership ability

11. Lack interest in local government affairs
12. Do not understand the meaning of democracy
13. Annoys (bothers) me to have to obey the laws
14. Uninterested in voting
15. Wonder why we are in Vietnam

16. Feel I need to have more schooling
17. Don't have the opportunity to get the training I need
18. Don't like to study
19. Not genuinely interested in getting an education
20. Unable to say what I mean (express myself in words)

21. Learning how to save money
22. Have a half-hearted interest in what I'm doing
23. Afraid of losing my job
24. Having less money than my friends
25. Too many financial problems

26. Fail to go to church as often as I should
27. Get no satisfaction from church services
28. Confused in my concept of God (my idea of God)
29. Fail to see the place of religion in my daily life
30. Doubt the value of prayer

31. Nervous and too excited
32. Lose my temper
33. Worry too much
34. Am often discouraged
35. Take things too seriously

36. Disappointed in a love affair
37. Wonder if I'll marry
38. Afraid of marriage responsibilities
39. Have too few dates
40. Wondering how far to go in sex relationships

41. Not enough opportunities for recreation
42. Not enough opportunities for sports
43. Unsure of my social manners (etiquette)
44. Living in undesirable location
45. Do not have a hobby

46. Somewhat ashamed of the appearance of my home
47. Lack many of the modern conveniences in my home
48. Am unhappy at home
49. Parents try to make too many decisions for me
50. Parents expect too much of me

51. Have a serious ailment
52. Have a poor appetite
53. Have a speech handicap (stuttering, etc.)
54. Difficult to relax (don't sleep soundly, or get enough sleep)
55. Have trouble with allergies (asthma, hay fever, etc.)

56. Dislike someone very much
57. Someone dislikes me very much
58. Feelings too easily hurt
59. Hurting other people's feelings
60. Get into arguments and fights

61. Troubled over federal control
62. Notinterested in the welfare of other nations
63. Taxes seem unfair
64. Disturbed about the Civil Rights Movement
65. Desire to preserve our heritage

66. Weak in writing
67. Weak in spelling and grammar
68. Poor reader
69. Worry about grades
70. Forced to quit school to support family

71. Need a job during vacation
72. Too few nice clothes
73. Would rather do another job
74. Do not want to leave home to work
75. Making investments in bonds, land, insurance, etc.

76. Wanting to feel close to God
77. Affected by race prejudice
78. Affected by religious prejudice
79. Have some habits which can get me into trouble
80. Have a guilty conscience for some past mistake

81. Lack confidence in myself
82. Often confused on what I want
83. Feel I don't know myself very well
84. Afraid of the future
85. Don't take things seriously enough

86. Seem to lack attractiveness to opposite sex
87. Use of the car
88. Not allowed to go out at nights
89. Marrying someone of a different race
90. Knowing whether I am in love

91. Have too little time for myself
92. Feel I'm not using my leisure (free) time well
93. Not enough social life
94. Social functions too expensive for me
95. Want to improve appearance

96. Cannot go to parents for advice on problems
97. Parents do not trust me
98. Am hiding something from my parents
99. Too many family quarrels
100. Parents are not well suited to each other

101. Smoking
102. Poor hearing
103. Have a physical handicap
104. Poor eyesight
105. Have trouble with my teeth

106. Want a pleasing personality
107. Do not get along well with others
108. Jealous
109. Shy
110. Have no one to tell my troubles to

111. Afraid of the future control of our government
112. Concerned about the military service
113. Lack confidence in government officials
114. The fact that I am an Indian
115. The fact that I am not a white man

116. Vocabulary too limited
117. Don't get along with teachers
118. Poor memory
119. Dislike dealing with theories and abstracts
120. Not smart enough

121. Not making enough money
122. Going into debt or being in debt
123. Learning how to spend money wisely
124. Family worried about finances
125. Don't know how to look for a job

126. Troubled by the wrong things others do
127. Getting a bad reputation
128. Not being as honest as I should be
129. Give way to some bad temptations
130. Trying to break a habit

131. Feel I have very little to offer the world
132. Too self-centered
133. Can't see the value of daily things I do
134. Too hasty in making decisions
135. Unhappy too much of the time

136. Don't know what to do about petting and necking
137. Sometimes lose control of sex urges
138. Don't know enough about sex matters
139. Think too much about sex
140. Going with a person my family won't accept

141. Not enough opportunities to listen to radio or watch television
142. Don't get to see enough movies
143. Don't know how to dance
144. In too many social activities
145. Don't know how to select clothes

146. Parents have been separated or divorced
147. Sickness in family
148. Don't like to take my friends to my home
149. Talking back to my parents
150. Parents don't set a good example

151. Often have colds
152. Often have headaches
153. Not attractive physically, too short, too tall
154. Trouble with feet
155. Menstrual disorders

156. Too easily led by others
157. Pick the wrong kind of friends
158. Being snubbed
159. Feel I'm left out of things
160. Feel disadvantaged

161. Disturbed over the policy of the government
162. Wonder about my rights as a citizen
163. Surviving in a modern world
164. Where to place my values
165. I am not understood

166. Trouble working with mathematics
167. Not interested in further education of any kind
168. Don't know enough about my abilities
169. School is not interested in me
170. School does not prepare me for what I want

171. Job contract or partnership is unfair
172. Not really interested in any particular kind of work
173. Need more help with my vocational problems
174. Not making advancement fast enough
175. Family is against my choice of occupation or plans

176. Drink too much
177. Use profanity, swearing, or dirty stories
178. Don't know what to believe
179. Have given up all interest in religion
180. Confused on some moral questions

181. My life is dull and monotonous
182. Usually fail in what I try to do
183. Forget things or careless
184. Stubborn
185. Sometimes wish I had never been born

186. Venereal (sex) disease
187. Breaking up a love affair
188. Embarrassed when discussing sex
189. Being in love with someone I can't marry
190. Need help on what makes marriage successful

191. Don't know what to do on a date
192. Don't mix easily with my own sex
193. Don't mix easily with opposite sex
194. Awkward in meeting people
195. Unskilled in conversation

196. Parents are sacrificing too much for me
197. Wish I had a better family background
198. Clash of opinions between parent and me
199. Feeling I really don't have a home
200. Want more freedom

SECOND STEP: Look back over the items that you have marked on the "YES" answer sheet and in the other column on the answer sheet fill in the "YES" blanks for those items which are of MOST concern to you.

ANSWER SHEET

Mark blank with an X.

Quest.	Troubles Me	Troubles Me Most	Quest.	Troubles Me	Troubles Me Most	Quest.	Troubles Me	Troubles Me Most
1.	____	____	41.	____	____	81.	____	____
2.	____	____	42.	____	____	82.	____	____
3.	____	____	43.	____	____	83.	____	____
4.	____	____	44.	____	____	84.	____	____
5.	____	____	45.	____	____	85.	____	____
6.	____	____	46.	____	____	86.	____	____
7.	____	____	47.	____	____	87.	____	____
8.	____	____	48.	____	____	88.	____	____
9.	____	____	49.	____	____	89.	____	____
10.	____	____	50.	____	____	90.	____	____
11.	____	____	51.	____	____	91.	____	____
12.	____	____	52.	____	____	92.	____	____
13.	____	____	53.	____	____	93.	____	____
14.	____	____	54.	____	____	94.	____	____
15.	____	____	55.	____	____	95.	____	____
16.	____	____	56.	____	____	96.	____	____
17.	____	____	57.	____	____	97.	____	____
18.	____	____	58.	____	____	98.	____	____
19.	____	____	59.	____	____	99.	____	____
20.	____	____	60.	____	____	100.	____	____
21.	____	____	61.	____	____	101.	____	____
22.	____	____	62.	____	____	102.	____	____
23.	____	____	63.	____	____	103.	____	____
24.	____	____	64.	____	____	104.	____	____
25.	____	____	65.	____	____	105.	____	____
26.	____	____	66.	____	____	106.	____	____
27.	____	____	67.	____	____	107.	____	____
28.	____	____	68.	____	____	108.	____	____
29.	____	____	69.	____	____	109.	____	____
30.	____	____	70.	____	____	110.	____	____
31.	____	____	71.	____	____	111.	____	____
32.	____	____	72.	____	____	112.	____	____
33.	____	____	73.	____	____	113.	____	____
34.	____	____	74.	____	____	114.	____	____
35.	____	____	75.	____	____	115.	____	____
36.	____	____	76.	____	____	116.	____	____
37.	____	____	77.	____	____	117.	____	____
38.	____	____	78.	____	____	118.	____	____
39.	____	____	79.	____	____	119.	____	____
40.	____	____	80.	____	____	120.	____	____

ANSWER SHEET (continued)

Quest.	Troubles Me	Troubles Me Most	Quest.	Troubles Me	Troubles Me Most	Quest.	Troubles Me	Troubles Me Most
121.	___	___	151.	___	___	181.	___	___
122.	___	___	152.	___	___	182.	___	___
123.	___	___	153.	___	___	183.	___	___
124.	___	___	154.	___	___	184.	___	___
125.	___	___	155.	___	___	185.	___	___
126.	___	___	156.	___	___	186.	___	___
127.	___	___	157.	___	___	187.	___	___
128.	___	___	158.	___	___	188.	___	___
129.	___	___	159.	___	___	189.	___	___
130.	___	___	160.	___	___	190.	___	___
131.	___	___	161.	___	___	191.	___	___
132.	___	___	162.	___	___	192.	___	___
133.	___	___	163.	___	___	193.	___	___
134.	___	___	164.	___	___	194.	___	___
135.	___	___	165.	___	___	195.	___	___
136.	___	___	166.	___	___	196.	___	___
137.	___	___	167.	___	___	197.	___	___
138.	___	___	168.	___	___	198.	___	___
139.	___	___	169.	___	___	199.	___	___
140.	___	___	170.	___	___	200.	___	___
141.	___	___	171.	___	___			
142.	___	___	172.	___	___			
143.	___	___	173.	___	___			
144.	___	___	174.	___	___			
145.	___	___	175.	___	___			
146.	___	___	176.	___	___			
147.	___	___	177.	___	___			
148.	___	___	178.	___	___			
149.	___	___	179.	___	___			
150.	___	___	180.	___	___			

APPENDIX IIA

COMMONWEALTH OF PENNSYLVANIA
INDIANA UNIVERSITY OF PENNSYLVANIA
Indiana, Pennsylvania 15701

March 18, 1969

Mrs. Patricia Burch
Educational Specialist
Turtle Mountain Community School
Belcourt, North Dakota 58316

Dear Mrs. Burch:

I have already contacted you about administering the Problem Checklist I have compiled for the study purpose to be incorporated into my thesis project.

Enclosed you will find sufficient copies for both the junior high and the high school levels at the Turtle Mountain Community School. (50 copies for junior high; 100 for high school.)

Each copy has a letter attached asking for the participant's cooperation. I ask that you please read through this with the participants and clearly emphasize it is to be anonymous. You should also discuss the directions found at the bottom of the first page where it explains the procedures. Provisions for return mail is also enclosed.

I ask that you might try to administer this at your first opportunity. I hope to have all data returned before April 1st, as I plan to return to Belcourt briefly at Easter and check out your procedures, attitudes, and suggestions, etc.

Thank you, Mrs. Burch, for your cooperation.

Sincerely,

Sister Bridget

Enclosure: Checklist

APPENDIX IIB

COMMONWEALTH OF PENNSYLVANIA
INDIANA UNIVERSITY OF PENNSYLVANIA
Indiana, Pennsylvania 15701

March 18, 1969

Sister Judith Emge, O.S.B.
Principal
St. Ann's Indian Mission School
Belcourt, North Dakota 58316

Dear Sister Judith:

I have already contacted you about administering the Problem Checklist I have compiled for the study purpose to be incorporated into my thesis project.

Enclosed you will find sufficient copies for the seventh and eighth grade levels at St. Ann's Indian Mission School.

Each copy has a letter attached asking for the participant's cooperation. I ask that you please read through this with the participants and clearly emphasize it is to be anonymous. You should also, discuss the directions found at the bottom of the first page where it explains the procedures. Provisions for return mail is also included.

I ask that you might try to administer this at your first opportunity. I hope to have all data returned before April 1st, as I plan to return to Belcourt briefly at Easter and check out your procedures, attitudes, and suggestions, etc.

Thank you, Sister, for your cooperation.

Sincerely,

Sister Bridget

P.S. Sister would you please deliver the letters and packages to each of the other administers, Julie Sain at Operation Mainstream and Mrs. Patricia Burch the Educational Specialist at the T.M.C. School. Thank you, Sister.

SBB:lmwg

Enclosure: Checklist

APPENDIX IIC

COMMONWEALTH OF PENNSYLVANIA
INDIANA UNIVERSITY OF PENNSYLVANIA
Indiana, Pennsylvania 15701

March 18, 1969

Miss Julie Sain, Counselor
c/o Operation Mainstream
Belcourt, North Dakota 58316

Dear Julie:

I have already contacted you about administering the Problem Checklist I have compiled for the study purpose to be incorporated into my thesis project.

Enclosed you will find sufficient copies for the enrollees of Operation Mainstream.

Each copy has a letter attached asking for the participant's cooperation. I ask that you please read through this with the participants and clearly emphasize it is to be anonymous. You should also discuss the directions found at the bottom of the first page where it explains the procedures. Provisions for return mail is also enclosed.

I ask that you might try to administer this at your first opportunity. I hope to have all data returned before April 1st, as I plan to return to Belcourt briefly at Easter and check out your procedures, attitudes, and suggestions, etc.

Thank you, Julie, for your cooperation.

Sincerely,

Sister Bridget

Enclosure: Checklist

APPENDIX III

COMMONWEALTH OF PENNSYLVANIA
INDIANA UNIVERSITY OF PENNSYLVANIA
Indiana, Pennsylvania 15701

March 21, 1969

Dear

I am presently enrolled in the Counseling and Guidance Department at Indiana University of Pennsylvania. I hope to graduate in August of 1969 and in order to do this, I must complete my thesis by this summer. You will find enclosed a Problem Checklist which I have devised for the purpose of collecting data for my thesis.

The letter attached to the Checklist asks for your cooperation in completing this work. I plan to have the Checklist administered to 100 junior high students, 100 high school students, and 100 adults — all at Belcourt, North Dakota. I also plan to contact all of the students from the reservation who are currently enrolled in college. The information so obtained will be kept completely confidential. Individuals will in no way be identified.

Will you please fill out the Checklist following the directions as given, as soon as possible. I would like to have this material returned before Easter, April 6, 1969. You can probably complete the Checklist in 45 minutes or less.

I have enclosed a self-addressed sticker and postage necessary for returning the Checklist by mail. I believe the study will be of significant value in making plans for our people on the reservation.

Thank you for your cooperation.

Sincerely,

Sister Bridget

Enclosure: Checklist and provisions for return mail.

APPENDIX IV

COMMONWEALTH OF PENNSYLVANIA
INDIANA UNIVERSITY OF PENNSYLVANIA
Indiana, Pennsylvania 15701

April 23, 1969

Dear Participant:

This is a follow-up letter of the request I sent to you right before Easter, asking you to participate in a Problem Checklist Study. I am performing to satisfy requirements for my master degree in Counseling and Guidance.

Since I have not yet received your returns, enclosed is another copy for your convenience should you have misplaced the other. Would you please return the answer sheet and information page as soon as possible.

Thank you for your cooperation.

Sincerely,

Sister Bridget Brochin, O.S.B.

SBB:lmwg

APPENDIX V

COMMONWEALTH OF PENNSYLVANIA
INDIANA UNIVERSITY OF PENNSYLVANIA
Indiana, Pennsylvania 15701

April 16, 1969

Dear

I am presently enrolled in the Counseling and Guidance Department at Indiana University of Pennsylvania. I hope to graduate in August of 1960 and in order to do this, I must complete my thesis by this summer. You will find enclosed a Problem Checklist which I have devised for the purpose of collecting data for my thesis.

The letter attached to the Checklist asks for your cooperation in completing this work. I plan to have the Checklist administered to 100 junior high school students, 100 high school students, and 100 adults-all at Indiana, Pennsylvania. I also plan to contact 100 students from Indiana Borough who are currently enrolled in college at IUP. The information so obtained will be kept completely confidential. Individuals for this study were selected at random and will in no way be identified.

Will you please fill out the Checklist following the directions as given, as soon as possible. I would like to have the information page and the answer sheet returned by April 23, 1969 (Wednesday, one week from today.)

I have enclosed a self-addressed sticker necessary for returning the Checklist by Campus Mail. I believe the study will be of significant value in making plans for my future work.

Thank you for your cooperation.

Sincerely,

Sister Bridget Brochin, O.S.B.

SBB:lmwg

Enclosure: Checklist and provision for return mail.

APPENDIX VI

TABULATION OF INDIVIDUAL RESPONSES TO PERSONAL PREFERENCE DATA

RESERVATION JUNIOR HIGH SCHOOL STUDENTS

Participant	Location	Present Employment	Desired Vocation	Clubs
1.	Grand Forks		Work in a school	
2.	Same		Teacher	
3.	Same			Basketball
4.	Same		Veterinarian	Basketball
5.	Chicago		Secretary	Basketball
6.	Utah		Sec. or Teacher	
7.	S.B.Ca.		Astronaut or Sec.	Basketball Baseball
8.	Same		Undecided	Basketball
9.	Same			Basketball Football
10.	S.J.Ca.		Electronics	
11.	Same		Become like dad	Basketball Football Baseball
12.	Same		Doctor	Basketball Baseball
13.	London, Eng.		Like a teacher	
14.	Same		Rancher & Millionaire	Basketball Football
15.	Portland		Secretary	Basketball Cheerleading
16.	Rolla		Stewardess or Lab. Tech.	Cheerleading
17.	Same			Basketball
18.	Ca.		Teacher	Cheerleading Basketball
19.	Same		Secretary	Basketball
20.	Same		Secretary	Cheerleader
21.	Same		Stewardess	
22.	Same		Unknown	
23.	S.J.Ca.		Secretary	
24.	Same			Boy Scouts
25.	Fla.Hawaii,Minn.		Nurse,Stewardess	
26.	Fla.		Photographer, Movie Star, Singer	
27.	Ca.		Nursing	

RESERVATION JUNIOR HIGH SCHOOL STUDENTS

Participant	Location	Present Employment	Desired Vocation	Clubs
28.	New York		Work at a Tastee Freeze	
29.	Spokane, Wash.		Baby Sit	
30.	Same		Unknown	
31.	Ca.		Traveler or Office Worker	
32.	London, Eng.		Reg. Nurse	
33.	Hawaii, Ca.		Model or Secretary	
34.	Minneapolis		Bag Groceries	
35.	Minot		Hospital work	
36.	Ca.		Unknown	
37.	Ca.		Unknown	
38.				
39.	Grand Forks		Unknown	
40.	Same		Nurse	
41.	Las Vegas		Secretary	
42.	Ca.		Stewardess	
43.	Same			
44.	Same			
45.	Wash.		Stewardess	
46.	Same			
47.	Pierre, S.D.		Mechanic	
48.	England		Auto Engineer	
49.	Same		NYC	
50.	No. Canada		Eng. on Road Dept.	Baseball Basketball Track
51.	Montana			
52.	Same (maybe)		Undecided	
53.	Country			
54.	Ca.			
55.	Ca.			
56.	Unknown		Indian Affairs	
57.	Ca.			
58.	Hawaii		Help mentally ill Sign lang. to help deaf	School act. Campfire
59.	Montana			
60.	Same			
61.	Country			
62.				Track Basketball
63.	Ca.		Elem.Teacher	

RESERVATION JUNIOR HIGH SCHOOL STUDENTS

Participant	Location	Present Employment	Desired Vocation	Clubs
64.	Same			
65.	Fla.		Secretary or Hair Sty.	
66.			Actress	
67.	Drayton, N.D.			
68.	Ca.			
69.	Same			
70.	New York			
71.	Same		Practical Nursing	
72.	Same		Good Plane Pilot	
73.	Minneapolis		Biologist	
74.	Arizona		Reg. Nurse	Track,Band
75.	Urban		Football Player	Boy Scouts
76.	New York City		Secretary	
77.	Ca.		Adver	Band
78.	Same			
79.	Same			
80.	Denver			Band
81.	Montana			
82.	Same			
83.	Same		Secretary, Part-time model	
84.	Same		Nurse	
85.	Same		Hospital work-lab.	
86.	Same		Nurse	
87.				
88.	Tenn.		Int. Decorator	
89.	Same			
90.	N.C.		Pro. Football	Boy Scouts Sports
91.	Fargo		Reg. Nurse	

RESERVATION SENIOR HIGH SCHOOL STUDENTS

Participant	Location	Present Employment	Desired Vocation	Clubs
1.	Large city			
2.	Phoenix		Nursing	
3.	Minot		Doctor	
4.	Tenn.		Stewardess	
5.	Sweden	NYC	Teaching Field	
6.	Oklahoma	NYC	Business or Some sort of modeling	
7.	Florida			
8.	Same	Anthropology		Sports
9.	Off Res.		Not sure	
10.	Las Vegas		Stewardess or model	
11.	Same			
12.			Med.Research or Psy.	
13.	Where happy	Babysitting	Unknown yet	School act.
14.	West Coast		Business	
15.	Hawaii	NYC	Bus. Adm.	
16.	Hawaii			
17.	Ca.			
18.	Ca.		Mechanic	
19.	Fla.			
20.	Fla.			Boy Scouts
21.	Oregon			
22.	Same		Engineer	
23.	Same		Work or Farm	
24.	Rolla		Beautician	
25.	Rapid City		Engineering	
26.	Ca.			
27.			Truck Dr.,Accounting	
28.				
29.	Same		Auto Mech. or Welder	
30.	Tallahasse,Fla.		Secretary or hair sty.	
31.	Canada		Law Enforcement	
32.				
33.	Same			
34.				
35.	West Pt.,Mont.		Artist	Scenic Club
36.			Civil Engineering	Hell'sAngels
37.	Fargo			
38.	Ca.		Hair Stylist	
39.	Fla.		Science Field	
40.				
41.			Welding	
42.				
43.				

RESERVATION SENIOR HIGH SCHOOL STUDENTS

Participant	Location	Present Employment	Desired Vocation	Clubs
44.	L.A.Ca.		Stewardess, Inter.Dec.	
45.		NYC		
46.	Ca.		Nursing	
47.				
48.		Supply Aid Hosp.	Undecided	
49.	Same		College	
50.	Fla.		Pharmastist	
51.	Same			
52.	Same		Teacher	
53.	Big City	Farm Work	Radio Announc.	Baseball
54.	Memphis		Business	
55.	Brainird,Minn.		Secretary or some Bus. Man	
56.	Wash.		Journalism	
57.	Wyoming		Pro. fighter	
58.	Same			

RESERVATION COLLEGE STUDENTS

Participant	Location	Present Employment	Desired Vocation	Clubs
1.	Ca.or Mont.		Elem. Teacher	
2.	Devil's Lake		Elem. Teacher	
3.			Guid. & Coun.	
4.	Ca.		Undecided	
5.			Teaching, Coaching, Counseling	
6.	Oblong, Ill.		Pharmacy	
7.	Don't know		Phys. Therapy	
8.	Fargo, N.D.		Phys.Ed. or Pub.Rel.	
9.	Rocky Mt.Area	Waitress	High School Soc.Sci. and Librarian	
10.	Not big city		Education	
11.	N. D.		Teach in Secondary	
12.	Continent		Education	
13.	N. D.		Comm. Recreation	College Repub.
14.	Denver		Dentistry	
15.	Anywhere		Social Worker	
16.	Ca.		Psychology	
17.	Undecided	Stu.Teaching	Teaching	
18.	Minot	Bus.Mg.of Paper	Teaching	IndianYouthDem. Paper Staff
19.	Minot		Teacher	Indian
20.	LA. Ca.		Social Worker	
21.				
22.	Wyo.		Secretarial	
23.	Houston	Cashier	Teaching	Indian, Upward B.
24.	Portland	Nursing		Dorm act.
25.	Same	Teacher or Police Work		
26.				
27.	Grand Forks		Work in a school	
38.	Unknown		Unknown	
29.	Oblong, Ill.		House Painter or Pill Pusher	APHA
30.	Same	Grocery	Soc. Work or 7th-8th Grade Teacher	
31.	Undecided	Orderly	Undecided (Bus.)	
32.	Wyo.		Electrician	
33.			Teaching	
34.			Dentistry	
35.			Teaching	

RESERVATION ADULTS

Participant	Location	Present Employment	Desired Vocation	Clubs
1.		Carpenter		
2.	Montana	Engineer	Bartender	K.C.
3.				
4.	Same	Machine Op.	nil	Legion
5.	Minn.	Library Aide	Construction	Legion,V.F.W.
6.		Office Work		
7.	Same	Painter	Painter	
8.	Same	Readio Disp.	Radio Disp.	
9.				
10.	Same	Maintenance	Anything	
11.	Rolla	Plant	Plant	
12.	Same	Labor		
13.	Same			
14.	Anywhere	Roads	Roadwork	
15.	Same	Janitor	B.I.A.	
16.	Montana	Heavy Equip.		
17.		Maintenance	Welder	
18.	S.F. Ca.		Welder	
19.	Same			
20.	Same	Police		
21.	Same	Paint		
22.	Same			
23.	Same	Carpenter		
24.		Carpenter		
25.				
26.	L.A. Ca.	Police Trainee		
27.	West Coast	Police Trainee	Police	
28.	Ky.	Police Trainee	Offset Print.	
29.	Same			
30.	Same	Foreman	Heavy Equip.	
31.	Same	Roads	Roads	
32.	Same	Janitor		
33.	Same		Elec. Work	
34.	Same	Farmer	Carpentry	
35.	Minot	Training	Carpenter	
36.	Same		Heavy Equip.	
37.	Same	Foreman		
38.	Same	Teacher Aide		
39.	Anywhere	Police Trainee		C.S.C.,Cub Scouts
40.	Ca.	Soc. Ser. Aide		Tribal Health Com.
41.		Mainstream		HomeMakerSuperv.
42.				
43.	New Mex.	Teacher Aide	Same	C.C.D.

RESERVATION ADULTS

Participant	Location	Present Employment	Desired Vocation	Clubs
44.	Same	Clerk Typ.	Administration	
45.	Same	Ward Clerk	Real W. Clerk	
46.		Secretary		
47.	Ca.	Hospital		
48.				
49.	Minneapolis	Teacher Aide	Office Work	
50.	West Coast	Teach or Guid. C.		
51.	Ca.	Soc. Wk. Aide		
52.	Same	Soc. Wk. Aide	Social Work	
53.	Same	Teacher Aide	Same	
54.	Same	Lab Aide	Lab Aid at Bel.	
55.	Same	Teacher Aide	Same	
56.	Ca.	Lab Aide	Lab Tech. at Bel.	
57.	Ca.	Clerk Typ.	Same	
58.	Same		Anything	Sq.Dance Dev.Cor.
59.	Same		Cook or Nurse Aide	
60.	Same	Cleaning	Anything	
61.	Same		Anything	
62.	Same	Nurse Aide	Clerk Typ.	
63.	Same	Cook Helper		
64.	Same	Housekeeper		
65.	N. D.	Teacher Aide	Nursing	
66.	Same	Dun.Nursing Home		
67.	Same	Nurses Aide	Same	
68.	Same	Housekeeper	Nurses Aide	
69.	City	Nurses Aide	Nursing	
70.	N. D.	Clerk Typ.	Housewife	
71.	Same	Homemaking	Satisfied	
72.	Same	Clerical		Society
73.		Home Ec. Aide	Mother	
74.	Same	Home Ec.	Same	
75.	Same	Home Ec.		
76.	Same	Home Ec. Aide	Mother	
77.	Same(I guess)	Nurse Aide	Same but not night hours	
78.	Same	Nurse Aide	Same	
79.	Same	Dispatcher	Same	
80.		Receptionist		
81.	Same	Cook Helper		
82.	Same	Teacher Aide		

BOROUGH JUNIOR HIGH SCHOOL STUDENTS

Participant	Location	Present Employment	Desired Vocation	Clubs
1.	Sweden		Nurse or Teacher	
2.	London, Eng.		Nurse or Teacher	Rainbow
3.	Germany		Veternarian or some kind of teacher	
4.	Hawaii		Robert Shaw	
5.	Ireland		Nursing as a Nun	Girl Scouts
6.	Rome, Italy		Teaching	Girl Scouts
7.	Same		Veternarian	
8.	Ca.		Veternarian	
9.	Wyo.		Ranching	
10.	Pittsburgh		Nursing	
11.	Wyo.		Horse Raising	
12.	Wyo.		Veternarian	
13.	Hawaii		Teacher	
14.	Same		Nursing	
15.	Hawaii		Help other people	
16.	Mexico		Law	Scouts, Teen-age, Libr.
17.	Wildwood, N.J.		Stewardess	
18.	Fla.		Doctor	
19.	Same		Car building	
20.	Texas			
21.	Same		Play 500 - 1	
22.	Ca.		Nursing	Hist. Soc.
23.	Same		English Teacher or African Missionary	
24.	Same			
25.	London, Eng.		Nursing	
26.	Same		Model	
27.	Same		Pro. Engineer	
28.	England			
29.	Same	Dishes	Model	
30.	London, Eng.		Undecided	
31.	Ca.		Stewardess	
32.	Same		Photographer	LittleLeague
33.	New York		Nurse	Rainbow
34.	Same		Nurse	
35.	Undecided		French Teacher or Veternarian	
36.				
37.	Ca.		Teaching perhaps	Rainbow
38.	Same		Nurse	
39.	Del.			

BOROUGH JUNIOR HIGH SCHOOL STUDENTS

Participant	Location	Present Employment	Desired Vocation	Clubs
40.	Alps, Switz.		Doctor or Bus.	
41.	Daytona Beach		Secretary (law or med.)	Band Accordian
42.	Columbus, Ohio		Athletics, Gym Teacher	Rainbow Drill Team
43.	England		Secretary	
44.	New England		Teacher	Rainbow
45.	Outskirts of large city		Int. Decorator Home Ec.	
46.	Same		Teacher, Soc.Work	
47.	New Eng. States (city)		Eng. or Fr. Teacher	
48.	Same		Teacher	
49.	Outside of N.Y.City		Peace Corps, Help Needy,Parttime model	Gymnastics
50.	Maine, Sm.town		Coast Guard Officer	Scouts
51.	Same		Teaching & Housewife	
52.	New Jersey		Secretary	
53.	S. Ca.		Coach, Football, Teach Phys. Ed.	
54.			Secretary	
55.	Ireland, or near water		Music or Psy.	Musical Org. Sport Act.
56.	Hawaii			
57.	London, Eng.		Int. Decoration	Chorus
58.	Same		Gym Teacher	
59.	Fla.			
60.	Same		Electrician	
61.			Mechanic	
62.	New York		Nurse	
63.	Around People		Spanish Teacher	
64.				
65.	Same		Music Field	
66.	Some Big City		Medicine	
67.	Same		Unknown	
68.	Same		Nursing	
69.	Ca.		Secretary	
70.	Same		Peace Corp,VISTA	Rainbow D.T.
71.	New York		Teacher	
72.	Switzerland		Psy.work-Neurology	Gifted Children'sClasses
73.	Atlanta, Ga.		School Teacher	
74.	Same		Teacher	
75.	Same		Secretary	

BOROUGH JUNIOR HIGH SCHOOL STUDENTS

Participant	Location	Present Employment	Desired Vocation	Clubs
76.	Same		Work at News Stand	
77.	Same		Spanish Teacher	
78.	France or Ca.		ProFootball or Law	
79.	Ky.		Rancher	
80.	New York		Nurse or Teacher	
81.	S.F. Ca.		Mechanic	
82.	Stowe, Vt.		Law or FBI	
83.	Los Angeles		Art	Sat.Classes
84.	Naples, Italy		Scientific Job (Chemistry)	
85.	Same or Ca.		Elem. Teacher or Peace Corps	Rainbow
86.	Same		Secretary	

BOROUGH SENIOR HIGH SCHOOL STUDENTS

Participant	Location	Present Employment	Desired Vocation	Clubs
1.	Eng. or Aust.		Law	DeMolay
2.	Ca.		Libr. Sci.	
3.	Same		Factory Work	
4.		Trim Trees, Welding	Electrician	Baseball
5.	Same	Service Man.	Mechanics	
6.	Country		Draftsman	
7.	Fla.	Tray Girl	Airlines, Model	
8.	La.		Writing, Journ.	
9.	Tampa, Fla.		Teach Woodshop	
10.	Pa.		Undecided	
11.	Fla.		Phys. Ed. Job	Girl Scouts
12.	Covina, Ca.		Housewife	
13.	Hawaii			
14.	Potter Co.,Pa.		Prof. Guidance	
			Hunter, Gamewarden	Boy Scouts
15.		Pizza Shop	Drafting	
16.	Wash.		Astronomy Field	
17.	Hawaii	Clerk	Beautician	Rainbow
18.	Norfolk, Va.	Waitress	Housewife	
19.	Same	Part. Sec.	Secretary	
20.	New York		Sociology	
21.	Atlantic City	Porter	Engineering	Hi-Y
22.		Mow lawns	Mechanical or Elect. Engineer	Rock Group
23.	Same	Farming		
24.	New England		Teaching	
25.	Ca.		Electronics	
26.	Same			
27.	Same		Home Economist	
28.	Wash., D.C.		Teacher	
29.	Same		Nurse or Veter.	
30.	Same	Cashier	Teach Hist. in Elem.	
31.	Fla.		Waitress	Rainbow
32.		Mussers	Cons. (?)	
33.	Same		Teach Elem. Art	
34.	New Mexico		Secretary	
35.	Country		Teaching	
36.	Same	TobaccoGrowers	Teacher	
37.	Vermont		Teach or Nurse	
38.			Teaching	Rainbow
39.	Same	Stock Boy	Hist. or Phys. Ed.	
40.			Secretary	

BOROUGH SENIOR HIGH SCHOOL STUDENTS

Participant	Location	Present Employment	Desired Vocation	Clubs
41.	Same		Accounting	Football Weightlift Track
42.	Ohio			
43.	Country		Farmer's wife	
44.	Same	Amb. Serv.	Bus. Mana.	
45.	Ca.		Nurse	
46.	Same	Farm Work	Farm Work	DeMolay
47.	Same	Dry Cln.	Teaching	
48.	Same		Secretary	
49.			Teaching	Rainbow
50.	Ca.		Pro. Nursing	
51.	Fla.			
52.	Austr.		Zoology	Basketball
53.	Fla.		Dental Hyg.	Tri-Hi-Y
54.	Same	Garage	IBM	
55.	Hawaii		Automatic Research	
56.	Ca.	Appli. Clerk		
57.	Where happy	Clerical Work	Sociology	
58.	Same	Painting	Painting	
59.	Same	Gas Station	Electrician	
60.	Okeley, Pa.	Painter	Mechanic	Cycle Club
61.	N. Ham.	Build canoes	Ski Instru.	
62.	Alaska		Elec. Techn.	
63.			Speech Ther.	
64.	Ca.		Engineering	
65.	Same		Phys. Ed. Teacher	
66.	Scotland		History Teacher	
67.	Farm		Don't know	
68.	S.F. Ca.		Milit.for 4 years	Equalizers Cycle
69.	West Coast		Writer, Journ.	
70.	Pittsburgh	Appr.HenryHall	Computer Prog.	
71.	Same		Degreed Nurse	Girl Scouts
72.	New York		Physical Ther.	
73.				
74.	Tenn.		Home Ec.	Rainbow D.T.
75.	N.J., Ca.	Hospital Em.	Stewardess Receptionist	
76.			Medicine	
77.	Same		Home Ec.	Majorettes
78.	Okeley, Pa.	Painter	Teacher	
79.	Same			

BOROUGH SENIOR HIGH SCHOOL STUDENTS

Participant	Location	Present Employment	Desired Vocation	Clubs
80.	Hawaii		X Novstrial Designer	
81.	Fla.		Int. Decorator	
82.	Ca.		Road Racing	
83.	Fla.	Delivery	Bus. Admin.,Drafting	
84.	Same		Medical Field	Boy Scouts
85.	Same		Teaching	
86.	Fla.		Music Teacher or Law	Rainbow
87.	Fla.	Waitress	Work with Juvenile Del., LSD	
88.	No place in particular		Nurse	
89.	Ireland		FBI or Police	
90.		Counter boy in rest.	Engineer	
91.	Beaver Falls		Serv. waitress	
92.	Central, N.Y.		Social Work-Kids	
93.	Same		Unknown	
94.	Greenwich Village		Secretary or Veternarian	Rainbow
95.	Lexington, N.C.		Nursing, Writer Artist	YMCA, in N.C. Swim Club
96.	Ocean City, Md.		Disc Jockey or FBI Agent	Baseball Sportsman
97.	Same		Machines	

BOROUGH COLLEGE STUDENTS

Participant	Location	Present Employment	Desired Vocation	Clubs
1.	Pittsburgh		Teaching	Sorority
2.	Unknown	Cashier	Phys. Ed.	
3.	Unknown	Work Study	Elem. Teacher	
4.		Libr. Ass't.	Medical Techn.	
5.	New England		Bio. Teacher	
6.	Same		Teacher	Music,PTA
7.			Journ. Writing	
8.	L.A. Ca.		Teacher	Fraternity
9.	Calif.		Elem. Teacher	ACE, C.ChristianFellowship
10.	Not big city		Chemistry	Fraternity
11.	Ca.		Teaching	
12.	?		Sales Mg.	
13.	N. J.	Comp.Prog.	Same	Fraternity
14.	Dormitory		Elem. Teacher	Sorority
15.	Eastern, Pa.		Phys. Ed. and Driver Ed. Teacher	
16.	Dorm (home)			
17.	Ca.		Chem.& Housewife	
18.	LongIs., N.Y.	Post Mistress		Rainbow
19.	Pa.	Sec.Guid.Cr.	Speech and Hearing Ther.	SigmaAlpha EtaHonorary Am.Sp.& Hear.
20.	Hawaii	State employed		
21.	Out of town	Housewife	Eng.Ed.-High School or College level	High School Friend Meet
22.	Same	Sales Clerk	Soc. Worker	
23.	Wyo.	Help at Feed Store	Computer and Data Proc.	TennisTeam Ski Patrol
24.	(ONLY ANSWER SHEET)			
25.	Pittsburgh		Teach Math.	
26.	Same		Private Bus.	
27.	S. Ca.	Shoe Sales.	Business	ROTC
28.			Pol.Gov.Work	Mil.Frat. PershingRifles
29.		Shipping Clerk	Retail Pharm.	PershingRifles DeMolay
30.	Same	Salesman	Teach Bus. Ed.	Basketball Softball
31.	N.Y. City		Social Worker	Sorority Big Bro/Sis.
32.	Same		Education	

BOROUGH COLLEGE STUDENTS

Participant	Location	Present Employment	Desired Vocation	Clubs
33.	No preference	Cashier	Lut. Min.	Lut.Student Assoc.
34.	Ca.	Photographer	Teaching	Fraternity
35.	Fla.		Teach. Public Opinion Research	Fraternity
36.	On Campus		Home Ec. Teacher	
37.	Barbados & Same		Elem. Teacher	
38.	Same	Salesman and Appl. Serv.	Owner and Operator of Appl. Store	
39.	Same		Elem. Teacher	
40.	New York City	Music Teacher	Musician, CIA Agent	

BOROUGH ADULTS

Participant	Location	Present Employment	Desired Vocation	Clubs
1.	Same	O.M.	Labor	
2.	Same	Labor	Too old (69)	
3.	Same	O.M.	Labor	
4.	Same	Labor	Wood Work	
5.	Same	Labor	Some Factory	
6.	Same	O.M.	Woods	
7.	Same	O.M.		
8.	Same	O.M.		
9.	Same	O.M. Cut Brush	Anything	
10.	Same	Labor	Shoe Repair	
11.		Heavy Equip.		
12.	Same	Labor		
13.	Same	CAP	Mining, Road Work Factory	
14.		Labor	Work at Park	
15.	Same	O.M.	Construction	
16.	Same	O.M.		
17.	Same	O.M.	Woods job	
18.	Same	O.M.	Power plant	
19.	Vandergrift	Labor	Elect. Repairman	
20.	Same	Labor	Engineering	Bingo
21.		Custodian		
22.	?	Labor	?	
23.	Same	Labor	Outside Work	
24.	Same	CAP	Outside Construction	
25.	Same	CAP	Labor	
26.	No preference	Odd Jobs	Undecided	
27.	Same	Secretary	Wife and Mother	
28.	Va.Great Valley area	Dining Ser. Mg.		
29.	Calif.	Cafeteria	Nurse or Work with Children	Scouts, Bowling, Sports
30.	Ariz.	Cafeteria	Social Work	
31.	Same	Cook		
32.	Ca.	Cafeteria	Factory Work	
33.		Cafeteria		
34.	Same	Cafeteria		
35.		Cafeteria line girl		
36.	Plumville	Labor		
37.	Fla.	Cafeteria		
38.	Same	Cafeteria		
39.	Fla.	Cafeteria		CP, Heart Fund
40.	Same	Cafeteria		

BOROUGH ADULTS

Participant	Location	Present Employment	Desired Vocation	Clubs
41.	Same	Cafeteria and Housewife		
42.	Timbuckts	Cafeteria		Heart Fund, CP
43.	Ca.	Cafeteria		Heart Fund, CP
44.	Same	Chef		
45.		Cafeteria		

APPENDIX VIII

TABLE III

INCIDENCE OF PROBLEMS REPORTED IN
HEALTH AND PHYSICAL DEVELOPMENT; JUNIOR HIGH SCHOOL STUDENTS

PROBLEM	Reservation				Borough			
	Female N-55		Male N-37		Female N-67		Male N-36	
	No.	Av.	No.	Av.	No.	Av.	No.	Av.
*1. Tired most of the time	13	24%	4	11%	20	30%	9	25%
2. Overweight	12	22%	5	14%	21	31%	10	28%
3. Underweight	11	20%	4	11%	10	15%	7	19%
4. Poor posture	21	38%	5	14%	17	25%	13	36%
5. Unsatisfactory complexion	17	31%	6	16%	29	43%	12	33%
51. Have a serious ailment	4	8%	2	5%	0	0%	0	0%
52. Have a poor appetite	6	11%	3	8%	7	10%	3	8%
53. Have a speech handicap (stuttering, etc.)	7	13%	4	11%	8	12%	3	8%
54. Difficult to relax (don't sleep soundly or get enough sleep)	20	36%	8	22%	10	15%	8	22%
55. Have trouble with allergies (asthma, hay fever, etc.)	3	5%	1	3%	13	19%	3	8%
101. Smoking	7	13%	6	16%	5	7%	5	14%
102. Poor hearing	4	7%	1	3%	0	0%	2	6%
103. Have a physical handicap	2	4%	3	8%	0	0%	1	3%
104. Have poor eyesight	19	34%	9	24%	15	22%	4	11%
105. Have trouble with my teeth	15	27%	3	8%	16	24%	12	33%
151. Often have colds	11	20%	3	8%	11	16%	4	11%
152. Often have headaches	17	31%	6	16%	15	22%	6	17%
153. Not attractive physically (too short, too tall)	19	36%	3	8%	18	27%	2	6%
154. Trouble with my feet	4	7%	3	8%	4	6%	0	0%
155. Menstrual disorders	1	2%	2	5%	3	4%	1	3%

*This number is the sequential number of the items in the total questionnaire throughout the following tables citing the incidence of problems in the ten areas for all levels.

TABLE IV

INCIDENCE OF PROBLEMS REPORTED IN HEALTH AND PHYSICAL DEVELOPMENT; SENIOR HIGH SCHOOL STUDENTS

	Reservation				Borough			
	Female		Male		Female		Male	
PROBLEM	N-25		N-33		N-51		N-46	
	No.	Av.	No.	Av.	No.	Av.	No.	Av.
1. Tired most of the time	3	12%	8	24%	24	47%	19	41%
2. Overweight	3	12%	6	18%	11	22%	10	22%
3. Underweight	5	20%	1	3%	6	12%	11	24%
4. Poor posture	4	16%	3	9%	9	18%	12	26%
5. Unsatisfactory complexion	8	32%	9	27%	18	35%	16	35%
51. Have serious ailment	0	0%	3	9%	1	2%	0	0%
52. Have a poor appetite	2	8%	2	6%	4	8%	1	2%
53. Have a speech handicap (stuttering, etc.)	0	0%	3	9%	1	2%	5	11%
54. Difficult to relax (don't sleep soundly or get enough sleep)	4	16%	6	18%	13	26%	11	24%
55. Have trouble with allergies (asthma, hay fever, etc.)	0	0%	4	12%	6	12%	7	15%
101. Smoking	5	20%	7	21%	5	10%	10	22%
102. Poor hearing	1	4%	5	15%	1	2%	2	4%
103. Have a physical handicap	0	0%	2	6%	0	0%	0	0%
104. Have poor eyesight	5	20%	5	15%	8	16%	10	22%
105. Have trouble with my teeth	3	12%	5	15%	9	18%	5	11%
151. Often have colds	3	12%	6	18%	9	18%	6	13%
152. Often have headaches	4	16%	3	9%	21	41%	4	9%
153. Not attractive physically (too short, too tall)	4	16%	3	9%	7	14%	2	4%
154. Trouble with my feet	3	12%	2	6%	1	2%	2	4%
155. Menstrual disorders	1	4%	3	9%	6	12%	0	0%

TABLE V

INCIDENCE OF PROBLEMS REPORTED IN HEALTH AND PHYSICAL DEVELOPMENT; COLLEGE STUDENTS

PROBLEM	Reservation				Borough			
	Female N-8		Male N-27		Female N-21		Male N-19	
	No.	Av.	No.	Av.	No.	Av.	No.	Av.
1. Tired most of the time	3	38%	5	19%	10	48%	2	11%
2. Overweight	3	38%	8	30%	9	43%	2	11%
3. Underweight	1	13%	2	7%	1	5%	4	21%
4. Poor posture	2	25%	3	11%	3	14%	2	11%
5. Unsatisfactory complexion	2	25%	4	15%	6	29%	2	11%
51. Have a serious ailment	0	0%	1	4%	0	0%	0	0%
52. Have a poor appetite	0	0%	1	4%	0	0%	0	0%
53. Have a speech handicap (stuttering, etc.)	1	13%	1	4%	0	0%	0	0%
54. Difficult to relax (don't sleep soundly or get enough sleep)	2	25%	6	22%	5	24%	3	16%
55. Have trouble with allergies (asthma, hay fever, etc.)	0	0%	4	15%	1	5%	2	11%
101. Smoking	0	0%	8	30%	5	24%	2	11%
102. Poor hearing	0	0%	1	4%	1	5%	2	11%
103. Have a physical handicap	0	0%	1	4%	0	0%	0	0%
104. Have poor eyesight	3	38%	1	4%	3	14%	3	16%
105. Have trouble with my teeth	1	13%	3	11%	2	10%	3	16%
151. Often have colds	1	13%	3	11%	0	0%	3	16%
152. Often have headaches	1	13%	4	15%	1	5%	1	5%
153. Not attractive physically (too short, too tall)	1	13%	2	7%	2	10%	1	5%
154. Trouble with my feet	1	13%	1	4%	2	10%	0	0%
155. Menstrual disorders	1	13%	0	0%	2	10%	0	0%

TABLE VI

INCIDENCE OF PROBLEMS REPORTED IN HEALTH AND PHYSICAL DEVELOPMENT; ADULTS

PROBLEM	Reservation				Borough			
	Female N-40		Male N-42		Female N-17		Male N-18	
	No.	Av.	No.	Av.	No.	Av.	No.	Av.
1. Tired most of the time	14	35%	6	14%	3	18%	2	7%
2. Overweight	25	63%	14	33%	8	47%	8	29%
3. Underweight	6	15%	8	19%	2	12%	5	18%
4. Poor posture	10	25%	5	12%	1	6%	3	11%
5. Unsatisfactory complexion	14	35%	5	12%	0	0%	2	7%
51. Have a serious ailment	2	5%	4	10%	2	12%	3	11%
52. Have a poor appetite	1	3%	4	10%	2	12%	3	11%
53. Have a speech handicap (stuttering, etc.)	1	3%	4	10%	1	6%	2	7%
54. Difficult to relax (don't sleep soundly or get enough sleep)	13	33%	10	24%	3	18%	5	18%
55. Have trouble with allergies (asthma, hay fever, etc.)	4	10%	0	0%	1	6%	6	21%
101. Smoking	14	35%	12	29%	4	24%	9	32%
102. Poor hearing	4	10%	7	17%	1	6%	3	11%
103. Have a physical handicap	3	8%	4	10%	3	18%	3	11%
104. Have poor eyesight	11	28%	5	12%	5	29%	7	25%
105. Have trouble with my teeth	16	40%	17	40%	4	24%	5	18%
151. Often have colds	5	13%	7	17%	3	18%	5	18%
152. Often have headaches	4	10%	3	7%	3	18%	5	18%
153. Not attractive physically (too short, too tall)	7	18%	3	7%	2	12%	1	4%
154. Trouble with my feet	3	8%	4	10%	4	24%	5	18%
155. Menstrual disorders	4	10%	2	5%	2	12%	2	7%

TABLE VII

INCIDENCE OF PROBLEMS RELATIONSHIP WITH PEOPLE; JUNIOR HIGH SCHOOL STUDENTS

PROBLEM	Reservation				Borough			
	Female N-55		Male N-37		Female N-67		Male N-36	
	No.	Av.	No.	Av.	No.	Av.	No.	Av.
6. Dislike having people around	6	11%	4	11%	8	12%	5	14%
7. People seem to avoid me	7	13%	2	5%	12	18%	4	11%
8. Have no close friends	5	9%	1	3%	5	7%	4	11%
9. Feel inferior (I'm not as good as others)	23	42%	8	22%	25	37%	11	31%
10. Lack leadership ability	14	25%	8	22%	26	39%	7	19%
56. Dislike someone very much	21	38%	15	41%	24	36%	15	42%
57. Someone dislikes me very much	18	33%	4	11%	16	24%	7	19%
58. Feelings too easily hurt	25	45%	3	8%	25	37%	12	33%
59. Hurting other people's feelings	14	25%	3	8%	10	15%	6	17%
60. Get into arguments and fights	22	40%	11	30%	20	30%	12	33%
106. Want a pleasing personality	18	33%	6	16%	24	36%	10	28%
107. Do not get along well with others	8	15%	4	11%	6	9%	1	3%
108. Jealous	11	20%	3	8%	9	13%	8	22%
109. Shy	18	33%	11	30%	24	36%	8	22%
110. Have no one to tell my troubles to	14	25%	6	16%	5	7%	2	6%
156. Too easily led by others	7	13%	6	16%	16	24%	6	17%
157. Pick the wrong kind of friends	13	24%	5	14%	6	9%	3	8%
158. Being snubbed	5	9%	0	0%	7	10%	3	8%
159. Feel I'm left out of things	20	36%	7	19%	21	31%	6	17%
160. Feel disadvantaged	6	11%	3	8%	3	4%	0	0%

TABLE VIII

INCIDENCE OF PROBLEMS
RELATIONSHIP WITH PEOPLE; SENIOR HIGH SCHOOL STUDENTS

PROBLEM	Reservation				Borough			
	Female N-25		Male N-33		Female N-51		Male N-46	
	No.	Av.	No.	Av.	No.	Av.	No.	Av.
6. Dislike having people around	2	8%	4	12%	3	6%	5	11%
7. People seem to avoid me	3	12%	5	15%	3	6%	3	7%
8. Have no close friends	1	4%	3	9%	4	8%	3	7%
9. Feel inferior (I'm not as good as others)	3	12%	3	9%	11	21%	9	20%
10. Lack leadership ability	6	24%	4	12%	17	33%	12	26%
56. Dislike someone very much	8	32%	3	9%	13	26%	16	35%
57. Someone dislikes me very much	4	16%	3	9%	4	8%	7	16%
58. Feelings too easily hurt	8	32%	3	9%	30	59%	6	13%
59. Hurting other people's feelings	8	32%	2	6%	10	19%	3	7%
60. Get into arguments and fights	6	24%	5	15%	15	29%	6	13%
106. Want a pleasing personality	6	24%	8	24%	22	43%	6	13%
107. Do not get along well with others	2	8%	5	15%	1	2%	2	5%
108. Jealous	4	16%	5	15%	6	12%	8	17%
109. Shy	5	20%	9	27%	19	37%	11	24%
110. Have no one to tell my troubles to	4	16%	6	18%	6	12%	6	13%
156. Too easily led by others	5	20%	3	9%	8	16%	6	13%
157. Pick the wrong kind of friends	1	4%	2	6%	3	6%	1	2%
158. Being snubbed	0	0%	3	9%	2	4%	2	5%
159. Feel I'm left out of things	7	28%	4	12%	7	14%	4	9%
160. Feel disadvantaged	2	8%	1	3%	5	10%	1	2%

TABLE IX

INCIDENCE OF PROBLEMS
RELATIONSHIP WITH PEOPLE; COLLEGE STUDENTS

PROBLEM	Reservation				Borough			
	Female N-8		Male N-27		Female N-21		Male N-19	
	No.	Av.	No.	Av.	No.	Av.	No.	Av.
6. Dislike having people around	1	13%	3	11%	3	14%	2	11%
7. People seem to avoid me	1	13%	1	4%	2	10%	3	16%
8. Have no close friends	2	25%	2	7%	4	20%	0	0%
9. Feel inferior (I'm not as good as others)	2	25%	3	11%	7	33%	4	21%
10. Lack leadership ability	6	75%	5	19%	5	24%	4	21%
56. Dislike someone very much	1	13%	4	15%	4	19%	1	5%
57. Someone dislikes me very much	2	25%	3	11%	3	14%	2	11%
58. Feelings too easily hurt	5	63%	9	33%	13	62%	3	16%
59. Hurting other people's feelings	3	38%	8	30%	7	33%	2	11%
60. Get into arguments and fights	1	13%	5	19%	2	10%	2	11%
106. Want a pleasing personality	4	50%	8	30%	10	48%	4	21%
107. Do not get along well with others	0	0%	1	4%	3	14%	0	0%
108. Jealous	3	38%	5	19%	7	33%	4	21%
109. Shy	5	63%	8	30%	11	52%	3	16%
110. Have no one to tell my troubles to	2	25%	6	22%	4	19%	0	0%
156. Too easily led by others	2	25%	7	26%	3	14%	1	5%
157. Pick the wrong kind of friends	2	25%	3	11%	1	5%	2	11%
158. Being snubbed	2	25%	2	7%	3	14%	1	5%
159. Feel I'm left out of things	2	25%	1	4%	6	29%	4	21%
160. Feel disadvantaged	2	25%	2	7%	1	5%	1	5%

TABLE X

INCIDENCE OF PROBLEMS
RELATIONSHIP WITH PEOPLE; ADULTS

PROBLEM	Reservation				Borough			
	Female		Male		Female		Male	
	N-40		N-42		N-17		N-28	
	No.	Av.	No.	Av.	No.	Av.	No.	Av.
6. Dislike having people around	3	8%	5	12%	2	12%	2	7%
7. People seem to avoid me	2	5%	3	7%	1	6%	3	11%
8. Have no close friends	4	10%	5	12%	11	65%	10	36%
9. Feel inferior (I'm not as good as others)	13	33%	4	10%	3	18%	5	18%
10. Lack leadership ability	17	43%	6	14%	5	29%	4	14%
56. Dislike someone very much	7	18%	8	19%	2	12%	3	11%
57. Someone dislikes me very much	3	8%	5	12%	6	35%	6	21%
58. Feelings too easily hurt	20	50%	9	21%	1	6%	3	11%
59. Hurting other people's feelings	5	13%	5	12%	2	12%	2	7%
60. Get into arguments and fights	2	5%	6	14%	2	12%	3	11%
106. Want a pleasing personality	14	35%	9	21%	6	35%	11	39%
107. Do not get along well with others	2	5%	2	5%	3	18%	7	25%
108. Jealous	4	10%	5	12%	1	6%	2	7%
109. Shy	10	25%	7	17%	4	24%	4	14%
110. Have no one to tell my troubles to	9	23%	3	7%	6	35%	7	25%
156. Too easily led by others	3	8%	7	17%	1	6%	5	18%
157. Pick the wrong kind of friends	1	3%	4	10%	1	6%	5	18%
158. Being snubbed	0	0%	5	12%	2	12%	2	7%
159. Feel I'm left out of things	4	10%	8	19%	1	6%	7	25%
160. Feel disadvantaged	2	5%	5	12%	2	12%	6	21%

TABLE XI

INCIDENCE OF PROBLEMS
CITIZENSHIP DEVELOPMENT; JUNIOR HIGH SCHOOL STUDENTS

PROBLEM	Reservation				Borough			
	Female N-55		Male N-37		Female N-67		Male N-36	
	No.	Av.	No.	Av.	No.	Av.	No.	Av.
11. Lack interest in local government affairs	10	18%	7	19%	10	15%	11	31%
12. Do not understand the meaning of democracy	13	24%	3	8%	7	10%	2	6%
13. Annoys (bothers) me to have to obey the laws	8	15%	5	14%	5	7%	0	0%
14. Uninterested in voting	3	5%	2	5%	2	3%	6	17%
15. Wonder why we are in Vietnam	30	55%	10	27%	33	49%	21	58%
61. Troubled over federal control	0	0%	0	0%	1	1%	2	6%
62. Not interested in the welfare of other nations	5	9%	4	11%	3	4%	4	11%
63. Taxes seem unfair	9	16%	5	14%	20	30%	15	42%
64. Disturbed about the Civil Rights Movements	5	9%	3	8%	11	16%	7	19%
65. Desire to preserve our heritage	11	20%	7	19%	10	15%	6	17%
111. Afraid of the future control of our government	12	22%	3	8%	8	12%	3	8%
112. Concerned about the military service	6	11%	5	14%	6	9%	7	19%
113. Lack confidence in government officials	2	4%	2	5%	3	4%	4	11%
114. The fact that I am an Indian	4	7%	4	11%	0	0%	0	0%
115. The fact that I am not a white man	4	7%	1	3%	0	0%	0	0%
161. Disturbed over the policy of the government	1	2%	2	5%	2	3%	1	3%
162. Wonder about my rights as a citizen	9	16%	2	5%	1	1%	0	0%
163. Surviving in a modern world	5	9%	2	5%	3	4%	1	3%
164. Where to place my values	3	5%	2	5%	6	9%	1	3%
165. I am not understood	9	16%	2	5%	7	10%	3	8%

TABLE XII

INCIDENCE OF PROBLEMS
CITIZENSHIP DEVELOPMENT; SENIOR HIGH SCHOOL STUDENTS

PROBLEM	Reservation				Borough			
	Female N-25		Male N-33		Female N-51		Male N-46	
	No.	Av.	No.	Av.	No.	Av.	No.	Av.
11. Lack interest in local government affairs	6	24%	6	18%	5	10%	21	46%
12. Do not understand the meaning of democracy	5	20%	4	12%	7	14%	4	9%
13. Annoys (bothers) me to have to obey the laws	3	12%	4	12%	3	6%	5	11%
14. Uninterested in voting	2	8%	8	24%	3	6%	1	2%
15. Wonder why we are in Vietnam	3	12%	7	21%	24	47%	18	39%
61. Troubled over federal control	0	0%	1	3%	1	2%	6	13%
62. Not interested in the welfare of other nations	2	8%	4	12%	1	2%	5	11%
63. Taxes seem unfair	3	12%	2	6%	20	39%	19	41%
64. Disturbed about the Civil Rights Movements	2	8%	3	9%	20	39%	18	39%
65. Desire to preserve our heritage	4	16%	2	6%	9	18%	9	20%
111. Afraid of the future control of our government	1	4%	3	9%	15	29%	12	26%
112. Concerned about the military service	1	4%	5	15%	10	20%	18	39%
113. Lack confidence in government officials	1	4%	3	9%	1	2%	9	20%
114. The fact that I am an Indian	1	4%	4	12%	0	0%	0	0%
115. The fact that I am not a white man	1	4%	4	12%	0	0%	0	0%
161. Disturbed over the policy of the government	0	0%	1	3%	5	10%	5	11%
162. Wonder about my rights as a citizen	1	4%	2	6%	7	14%	4	9%
163. Surviving in a modern world	0	0%	1	3%	7	14%	7	15%
164. Where to place my values	2	8%	2	6%	8	16%	4	9%
165. I am not understood	2	8%	1	3%	8	16%	3	7%

TABLE XIII

INCIDENCE OF PROBLEMS
CITIZENSHIP DEVELOPMENT; COLLEGE STUDENTS

PROBLEM	Reservation				Borough			
	Female N-8		Male N-27		Female N-21		Male N-19	
	No.	Av.	No.	Av.	No.	Av.	No.	Av.
11. Lack interest in local government affairs	6	75%	6	22%	9	43%	2	11%
12. Do not understand the meaning of democracy	1	13%	1	4%	0	0%	0	0%
13. Annoys (bothers) me to have to obey the laws	2	25%	5	19%	0	0%	0	0%
14. Uninterested in voting	3	38%	3	11%	3	14%	0	0%
15. Wonder why we are in Vietnam	5	63%	15	56%	13	62%	6	32%
61. Troubled over federal control	2	25%	1	4%	5	24%	1	5%
62. Not interested in the welfare of other nations	1	13%	3	11%	1	5%	2	11%
63. Taxes seem unfair	1	13%	5	19%	11	52%	5	26%
64. Disturbed about the Civil Rights Movements	1	13%	8	30%	13	62%	4	21%
65. Desire to preserve our heritage	3	38%	9	33%	5	24%	0	0%
111. Afraid of the future control of our government	6	75%	7	26%	6	29%	0	0%
112. Concerned about the military service	0	0%	10	37%	5	24%	3	16%
113. Lack confidence in government officials	1	13%	5	19%	4	19%	2	11%
114. The fact that I am an Indian	3	38%	2	7%	0	0%	0	0%
115. The fact that I am not a white man	1	13%	0	0%	0	0%	0	0%
161. Disturbed over the policy of the government	2	25%	5	19%	5	24%	2	11%
162. Wonder about my rights as a citizen	3	38%	4	15%	3	14%	1	5%
163. Surviving in a modern world	2	25%	4	15%	3	14%	1	5%
164. Where to place my values	3	38%	4	15%	7	33%	4	21%
165. I am not understood	2	25%	3	11%	3	14%	2	11%

TABLE XIV

INCIDENCE OF PROBLEMS
CITIZENSHIP DEVELOPMENT; ADULTS

PROBLEM	Reservation				Borough			
	Female N-40		Male N-42		Female N-17		Male N-28	
	No.	Av.	No.	Av.	No.	Av.	No.	Av.
11. Lack interest in local government affairs	15	38%	12	29%	6	35%	7	25%
12. Do not understand the meaning of democracy	14	35%	5	12%	8	47%	5	19%
13. Annoys (bothers) me to have to obey the laws	1	3%	3	7%	3	18%	1	4%
14. Uninterested in voting	8	20%	8	19%	5	29%	4	14%
15. Wonder why we are in Vietnam	21	53%	15	36%	13	76%	15	54%
61. Troubled over federal control	1	3%	3	7%	1	6%	3	11%
62. Not interested in the welfare of other nations	6	15%	6	14%	9	53%	4	14%
63. Taxes seem unfair	18	45%	17	40%	14	82%	18	64%
64. Disturbed about the Civil Rights Movements	13	33%	9	21%	10	59%	10	36%
65. Desire to preserve our heritage	11	28%	7	17%	8	47%	13	46%
111. Afraid of the future control of our government	9	23%	5	12%	4	24%	6	21%
112. Concerned about the military service	9	23%	1	2%	4	24%	7	25%
113. Lack confidence in government officials	5	13%	5	12%	4	24%	10	36%
114. The fact that I am an Indian	2	5%	4	10%	1	6%	1	4%
115. The fact that I am not a white man	0	0%	1	2%	2	12%	1	4%
161. Disturbed over the policy of the government	3	8%	8	19%	1	6%	10	36%
162. Wonder about my rights as a citizen	6	15%	11	26%	4	24%	7	25%
163. Surviving in a modern world	5	13%	4	10%	4	24%	8	29%
164. Where to place my values	4	10%	4	10%	3	18%	5	19%
165. I am not understood	2	5%	7	17%	5	29%	6	21%

TABLE XV

INCIDENCE OF PROBLEMS
EDUCATION DEVELOPMENT; JUNIOR HIGH SCHOOL STUDENTS

PROBLEM	Reservation Female N-55 No.	Av.	Reservation Male N-37 No.	Av.	Borough Female N-67 No.	Av.	Borough Male N-36 No.	Av.
16. Feel I need to have more schooling	16	29%	12	32%	17	25%	10	28%
17. Don't have the opportunity to get the training I need	10	18%	1	3%	4	6%	4	11%
18. Don't like to study	28	51%	13	35%	29	43%	25	69%
19. Not genuinely interested in getting an education	9	16%	3	8%	6	9%	4	11%
20. Unable to say what I mean (express myself in words)	34	62%	12	32%	33	49%	16	44%
66. Weak in writing	14	25%	13	35%	1	1%	7	19%
67. Weak in spelling and grammar	20	36%	11	30%	7	10%	9	25%
68. Poor reader	15	27%	12	32%	8	12%	6	17%
69. Worry about grades	37	67%	17	46%	25	52%	26	72%
70. Forced to quit school to support family	0	0%	2	5%	0	0%	0	0%
116. Vocabulary too limited	5	9%	4	11%	6	9%	4	11%
117. Don't get along with teachers	6	11%	4	11%	9	13%	4	11%
118. Poor memory	14	25%	8	22%	10	15%	8	22%
119. Dislike dealing with theories and abstracts	5	9%	1	3%	3	4%	4	11%
120. Not smart enough	26	47%	9	24%	23	34%	9	25%
166. Trouble working with mathematics	21	38%	10	27%	28	42%	14	39%
167. Not interested in further education of any kind	3	5%	2	6%	2	3%	0	0%
168. Don't know enough about my abilities	9	16%	1	3%	5	7%	2	6%
169. School is not interested in me	7	13%	4	11%	2	3%	4	11%
170. School does not prepare me for what I want	9	16%	7	19%	2	3%	3	8%

TABLE XVI

INCIDENCE OF PROBLEMS
EDUCATION DEVELOPMENT; SENIOR HIGH SCHOOL STUDENTS

PROBLEM	Reservation				Borough			
	Female N-25		Male N-33		Female N-51		Male N-46	
	No.	Av.	No.	Av.	No.	Av.	No.	Av.
16. Feel I need to have more schooling	4	16%	8	24%	22	43%	29	63%
17. Don't have the opportunity to get the training I need	3	12%	5	15%	3	6%	2	4%
18. Don't like to study	9	36%	11	33%	22	43%	28	61%
19. Not genuinely interested in getting an education	3	12%	3	9%	6	12%	1	2%
20. Unable to say what I mean (express myself in words)	5	20%	5	15%	20	39%	19	41%
66. Weak in writing	1	4%	2	6%	8	16%	8	17%
67. Weak in spelling and grammar	4	16%	3	9%	12	24%	17	37%
68. Poor reader	6	24%	4	12%	7	14%	14	30%
69. Worry about grades	11	44%	7	21%	31	61%	22	48%
70. Forced to quit school to support family	0	0%	3	9%	1	2%	0	0%
116. Vocabulary too limited	2	8%	3	9%	5	10%	7	15%
117. Don't get along with teachers	2	8%	2	6%	4	8%	0	0%
118. Poor memory	4	16%	4	12%	3	6%	7	15%
119. Dislike dealing with theories and abstracts	3	12%	1	3%	13	25%	6	13%
120. Not smart enough	6	24%	5	15%	19	37%	11	24%
166. Trouble working with mathematics	8	32%	4	12%	18	35%	15	33%
167. Not interested in further education of any kind	2	8%	3	9%	3	6%	1	2%
168. Don't know enough about my abilities	4	16%	2	6%	14	27%	9	20%
169. School is not interested in me	1	4%	2	6%	2	4%	4	9%
170. School does not prepare me for what I want	1	4%	4	12%	5	10%	7	15%

TABLE XVII

INCIDENCE OF PROBLEMS
EDUCATION DEVELOPMENT; COLLEGE STUDENTS

PROBLEM	Reservation				Borough			
	Female N-8		Male N-27		Female N-21		Male N-19	
	No.	Av.	No.	Av.	No.	Av.	No.	Av.
16. Feel I need to have more schooling	4	50%	21	78%	11	52%	4	21%
17. Don't have the opportunity to get the training I need	0	0%	2	7%	1	5%	1	5%
18. Don't like to study	4	50%	14	52%	11	52%	4	21%
19. Not genuinely interested in getting an education	0	0%	5	19%	3	14%	1	5%
20. Unable to say what I mean (express myself in words)	3	38%	4	15%	9	43%	2	11%
66. Weak in writing	0	0%	5	19%	6	29%	1	5%
67. Weak in spelling and grammar	2	25%	8	30%	7	33%	3	16%
68. Poor reader	0	0%	7	26%	1	5%	2	11%
69. Worry about grades	6	75%	15	56%	19	90%	2	11%
70. Forced to quit school to support family	0	0%	1	4%	0	0%	0	0%
116. Vocabulary too limited	1	13%	5	19%	9	43%	1	5%
117. Don't get along with teachers	0	0%	0	0%	1	5%	1	5%
118. Poor memory	1	13%	5	19%	5	24%	2	11%
119. Dislike dealing with theories and abstracts	3	38%	6	22%	7	33%	2	11%
120. Not smart enough	3	38%	4	15%	6	29%	0	0%
166. Trouble working with mathematics	5	63%	9	33%	3	14%	0	0%
167. Not interested in further education of any kind	0	0%	1	4%	0	0%	0	0%
168. Don't know enough about my abilities	2	25%	5	19%	4	19%	2	11%
169. School is not interested in me	0	0%	2	7%	1	5%	0	0%
170. School does not prepare me for what I want	1	13%	1	4%	3	14%	3	16%

TABLE XVIII

INCIDENCE OF PROBLEMS
EDUCATION DEVELOPMENT; ADULTS

PROBLEM	Reservation				Borough			
	Female N-40		Male N-42		Female N-17		Male N-28	
	No.	Av.	No.	Av.	No.	Av.	No.	Av.
16. Feel I need to have more schooling	28	70%	28	67%	11	65%	14	50%
17. Don't have the opportunity to get the training I need	17	43%	11	27%	1	6%	10	36%
18. Don't like to study	4	10%	9	21%	11	65%	7	25%
19. Not genuinely interested in getting an education	10	25%	4	10%	3	18%	6	21%
20. Unable to say what I mean (express myself in words)	21	53%	16	38%	9	53%	11	39%
66. Weak in writing	11	28%	14	33%	5	29%	8	29%
67. Weak in spelling and grammar	17	43%	18	43%	4	24%	8	29%
68. Poor reader	12	30%	12	29%	4	24%	7	25%
69. Worry about grades	3	8%	5	12%	1	6%	5	18%
70. Forced to quit school to support family	1	3%	6	14%	8	47%	12	43%
116. Vocabulary too limited	8	20%	6	14%	4	24%	4	14%
117. Don't get along with teachers	0	0%	1	2%	2	12%	5	18%
118. Poor memory	11	28%	9	21%	3	18%	3	11%
119. Dislike dealing with theories and abstracts	1	3%	6	14%	3	18%	6	21%
120. Not smart enough	22	55%	16	38%	6	35%	10	36%
166. Trouble working with mathematics	15	38%	8	19%	6	35%	6	21%
167. Not interested in further education of any kind	0	0%	4	10%	1	6%	8	29%
168. Don't know enough about my abilities	4	10%	6	14%	4	24%	6	21%
169. School is not interested in me	2	5%	3	7%	2	12%	5	18%
170. School does not prepare me for what I want	2	5%	3	7%	4	24%	2	7%

TABLE XIX

INCIDENCE OF PROBLEMS VOCATION AND ECONOMIC DEVELOPMENT; JUNIOR HIGH SCHOOL STUDENTS

PROBLEM	Reservation				Borough			
	Female N-55		Male N-37		Female N-67		Male N-36	
	No.	Av.	No.	Av.	No.	Av.	No.	Av.
21. Learning how to save money	20	36%	12	32%	17	25%	20	56%
22. Have a half-hearted interest in what I'm doing	13	24%	8	22%	7	10%	5	14%
23. Afraid of losing my job	1	18%	2	5%	1	1%	2	6%
24. Having less money than my friends	17	31%	5	14%	7	10%	8	22%
25. Too many financial problems	3	5%	3	8%	5	7%	5	14%
71. Need a job during vacation	23	42%	10	27%	12	18%	9	25%
72. Too few nice clothes	18	33%	6	15%	13	19%	1	3%
73. Would rather do another job	2	4%	3	8%	0	0%	4	11%
74. Do not want to leave home to work	5	9%	3	8%	6	9%	1	3%
75. Making investments in bonds, land, insurance, etc.	2	4%	2	5%	0	0%	0	0%
121. Not making enough money	5	9%	2	5%	3	4%	5	14%
122. Going into debt or being in debt	1	2%	2	5%	2	3%	3	8%
123. Learning how to spend money wisely	10	18%	5	14%	7	10%	8	22%
124. Family worried about finances	8	15%	6	15%	7	10%	3	8%
125. Don't know how to look for a job	16	29%	8	22%	10	15%	1	3%
171. Job contract or partnership is unfair	0	0%	1	3%	1	1%	0	0%
172. Not really interested in any particular kind of work	7	13%	2	5%	2	3%	1	3%
173. Need more help with my vocational problems	4	7%	1	3%	0	0%	0	0%
174. Not making advancement fast enough	4	7%	2	5%	1	1%	0	0%
175. Family is against my choice of occupation or plans	2	4%	2	5%	2	3%	1	3%

TABLE XX

INCIDENCE OF PROBLEMS
VOCATION AND ECONOMIC DEVELOPMENT; SENIOR HIGH SCHOOL STUDENTS

PROBLEM	Reservation				Borough			
	Female N-25		Male N-33		Female N-51		Male N-46	
	No.	Av.	No.	Av.	No.	Av.	No.	Av.
21. Learning how to save money	5	20%	7	21%	14	27%	18	39%
22. Have a half-hearted interest in what I'm doing	5	20%	4	12%	10	20%	5	11%
23. Afraid of losing my job	1	4%	3	9%	1	2%	1	2%
24. Having less money than my friends	4	16%	6	18%	5	10%	4	9%
25. Too many financial problems	1	4%	3	9%	8	16%	5	11%
71. Need a job during vacation	11	44%	9	27%	22	43%	18	39%
72. Too few nice clothes	8	32%	5	15%	7	14%	4	9%
73. Would rather do another job	1	4%	2	6%	3	6%	6	13%
74. Do not want to leave home to work	2	8%	2	6%	4	8%	2	4%
75. Making investments in bonds, land, insurance, etc.	0	0%	2	6%	2	4%	6	13%
121. Not making enough money	5	20%	6	18%	8	16%	14	30%
122. Going into debt or being in debt	3	12%	4	12%	2	4%	5	11%
123. Learning how to spend money wisely	2	8%	4	12%	6	12%	7	15%
124. Family worried about finances	4	16%	3	9%	12	24%	3	7%
125. Don't know how to look for a job	6	24%	3	9%	7	14%	5	11%
171. Job contract or partnership is unfair	0	0%	1	3%	2	4%	0	0%
172. Not really interested in any particular kind of work	2	8%	1	3%	3	6%	2	4%
173. Need more help with my vocational problems	3	12%	3	9%	1	2%	1	2%
174. Not making advancement fast enough	3	12%	1	3%	0	0%	4	9%
175. Family is against my choice of occupation or plans	1	24%	1	3%	1	2%	1	2%

TABLE XXI

INCIDENCE OF PROBLEMS
VOCATION AND ECONOMIC DEVELOPMENT; COLLEGE STUDENTS

PROBLEM	Reservation				Borough			
	Female N-8		Male N-27		Female N-21		Male N-19	
	No.	Av.	No.	Av.	No.	Av.	No.	Av.
21. Learning how to save money	4	50%	13	48%	8	38%	2	11%
22. Have a half-hearted interest in what I'm doing	0	0%	4	15%	5	24%	3	16%
23. Afraid of losing my job	1	13%	2	7%	2	10%	1	5%
24. Having less money than my friends	1	13%	6	22%	1	5%	1	5%
25. Too many financial problems	2	25%	4	15%	5	24%	4	21%
71. Need a job during vacation	4	50%	11	41%	8	38%	6	32%
72. Too few nice clothes	2	25%	2	7%	3	14%	1	5%
73. Would rather do another job	0	0%	1	4%	1	5%	0	0%
74. Do not want to leave home to work	1	13%	1	4%	0	0%	0	0%
75. Making investments in bonds, land, insurance, etc.	0	0%	2	7%	3	14%	0	0%
121. Not making enough money	1	13%	10	37%	5	24%	0	0%
122. Going into debt or being in debt	3	38%	4	15%	3	14%	2	11%
123. Learning how to spend money wisely	3	38%	7	26%	4	19%	2	11%
124. Family worried about finances	2	25%	3	11%	3	14%	2	11%
125. Don't know how to look for a job	1	13%	1	4%	3	14%	2	11%
171. Job contract or partnership is unfair	0	0%	0	0%	0	0%	0	0%
172. Not really interested in any particular kind of work	0	0%	1	4%	4	19%	0	0%
173. Need more help with my vocational problems	0	0%	3	11%	2	10%	1	5%
174. Not making advancement fast enough	4	50%	3	11%	1	5%	1	5%
175. Family is against my choice of occupation or plans	0	0%	0	0%	1	5%	0	0%

TABLE XXII

INCIDENCE OF PROBLEMS
VOCATION AND ECONOMIC DEVELOPMENT; ADULTS

PROBLEM	Reservation Female N-40 No.	Av.	Reservation Male N-42 No.	Av.	Borough Female N-17 No.	Av.	Borough Male N-28 No.	Av.
21. Learning how to save money	19	48%	11	26%	12	77%	12	43%
22. Have a half-hearted interest in what I'm doing	3	8%	3	7%	7	41%	7	25%
23. Afraid of losing my job	6	15%	13	31%	1	6%	6	21%
24. Having less money than my friends	9	23%	7	17%	9	53%	13	46%
25. Too many financial problems	22	55%	10	24%	10	59%	10	36%
71. Need a job during vacation	4	10%	3	7%	4	24%	5	18%
72. Too few nice clothes	18	45%	7	17%	9	53%	9	32%
73. Would rather do another job	7	18%	6	14%	5	29%	7	25%
74. Do not want to leave home to work	8	20%	5	12%	1	6%	4	14%
75. Making investments in bonds, land, insurance, etc.	2	5%	5	12%	2	12%	4	14%
121. Not making enough money	17	43%	29	69%	9	53%	7	32%
122. Going into debt or being in debt	16	40%	13	31%	9	53%	10	36%
123. Learning how to spend money wisely	9	23%	12	29%	9	53%	13	46%
124. Family worried about finances	9	23%	6	14%	5	29%	2	7%
125. Don't know how to look for a job	4	10%	7	17%	3	18%	4	14%
171. Job contract or partnership is unfair	5	13%	4	10%	2	12%	17	61%
172. Not really interested in any particular kind of work	1	3%	2	5%	6	35%	6	21%
173. Need more help with my vocational problems	6	15%	8	19%	3	12%	10	36%
174. Not making advancement fast enough	8	20%	6	14%	6	35%	4	14%
175. Family is against my choice of occupation or plans	3	8%	3	7%	2	12%	1	4%

TABLE XXIII

INCIDENCE OF PROBLEMS
MORALS AND RELIGION DEVELOPMENT; JUNIOR HIGH SCHOOL STUDENTS

PROBLEM	Reservation				Borough			
	Female		Male		Female		Male	
	N-55		N-37		N-67		N-36	
	No.	Av.	No.	Av.	No.	Av.	No.	Av.
26. Fail to go to church as often as I should	20	36%	13	35%	19	28%	8	22%
27. Get no satisfaction from Church Services	11	20%	2	5%	8	12%	5	14%
28. Confused in my concept of God (My idea of God)	8	15%	3	8%	12	18%	9	25%
29. Fail to see the place of religion in my daily life	6	11%	3	8%	10	15%	5	14%
30. Doubt the value of prayer	9	16%	3	8%	7	10%	4	11%
76. Wanting to feel close to God	17	31%	13	35%	18	27%	11	31%
77. Affected by race prejudice	3	5%	1	3%	7	10%	3	8%
78. Affected by religious prejudice	1	2%	1	3%	3	4%	4	11%
79. Have some habits which can get me into trouble	18	33%	8	22%	12	18%	12	33%
80. Have a guilty conscience for some past mistake	25	45%	12	32%	15	22%	12	33%
126. Troubled by the wrong things others do	15	27%	7	19%	16	24%	4	11%
127. Getting a bad reputation	5	9%	6	16%	14	21%	3	8%
128. Not being as honest as I should	26	47%	10	27%	14	21%	9	25%
129. Give way to some bad temptations	9	16%	6	16%	8	12%	2	6%
130. Trying to break a habit	19	35%	9	24%	12	18%	11	31%
176. Drink too much	1	2%	1	3%	1	1%	0	0%
177. Use profanity, swearing, or dirty stories	9	16%	7	19%	2	3%	10	28%
178. Don't know what to believe	16	29%	3	8%	8	12%	2	6%
179. Have given up all interest in religion	0	0%	1	3%	2	3%	2	6%
180. Confused on some moral questions	9	16%	5	14%	7	10%	4	11%

TABLE XXIV

INCIDENCE OF PROBLEMS
MORALS AND RELIGION DEVELOPMENT; SENIOR HIGH SCHOOL STUDENTS

PROBLEM	Reservation				Borough			
	Female N-25		Male N-33		Female N-51		Male N-46	
	No.	Av.	No.	Av.	No.	Av.	No.	Av.
26. Fail to go to church as often as I should	9	36%	10	30%	18	35%	17	37%
27. Get no satisfaction from Church Services	9	36%	4	12%	8	16%	14	30%
28. Confused in my concept of God (My idea of God)	4	16%	4	12%	12	24%	13	28%
29. Fail to see the place of religion in my daily life	4	16%	4	12%	3	6%	12	26%
30. Doubt the value of prayer	1	4%	3	9%	3	6%	8	17%
76. Wanting to feel close to God	4	16%	2	6%	15	29%	8	17%
77. Affected by race prejudice	4	16%	4	12%	7	14%	5	11%
78. Affected by religious prejudice	0	0%	2	6%	4	8%	3	7%
79. Have some habits which can get me into trouble	4	16%	7	21%	11	22%	12	26%
80. Have a guilty conscience for some past mistake	12	48%	4	12%	18	35%	11	24%
126. Troubled by the wrong things others do	4	16%	1	3%	19	37%	7	15%
127. Getting a bad reputation	8	32%	3	9%	11	22%	6	13%
128. Not being as honest as I should	6	24%	5	15%	5	10%	5	11%
129. Give way to some bad temptations	6	24%	5	15%	12	24%	9	20%
130. Trying to break a habit	7	28%	6	18%	17	33%	11	24%
176. Drink too much	2	8%	3	9%	2	4%	9	20%
177. Use profanity, swearing, or dirty stories	5	20%	4	12%	7	14%	11	24%
178. Don't know what to believe	6	24%	2	6%	11	22%	5	11%
179. Have given up all interest in religion	3	12%	1	3%	2	4%	2	4%
180. Confused on some moral questions	5	20%	1	3%	16	31%	5	11%

TABLE XXV

INCIDENCE OF PROBLEMS
MORALS AND RELIGION DEVELOPMENT; COLLEGE STUDENTS

PROBLEM	Reservation				Borough			
	Female N-8		Male N-27		Female N-21		Male N-19	
	No.	Av.	No.	Av.	No.	Av.	No.	Av.
26. Fail to go to church as often as I should	4	50%	13	48%	10	48%	2	11%
27. Get no satisfaction from Church Services	2	25%	3	11%	6	29%	3	16%
28. Confused in my concept of God (My idea of God)	4	50%	4	15%	6	29%	3	16%
29. Fail to see the place of religion in my daily life	1	13%	6	22%	6	29%	1	5%
30. Doubt the value of prayer	0	0%	6	22%	2	10%	2	11%
76. Wanting to feel close to God	4	50%	5	19%	12	57%	1	5%
77. Affected by race prejudice	4	50%	2	7%	4	19%	2	11%
78. Affected by religious prejudice	3	38%	2	7%	2	10%	0	0%
79. Have some habits which can get me into trouble	3	38%	8	30%	3	14%	2	11%
80. Have a guilty conscience for some past mistake	1	13%	11	41%	7	33%	4	21%
126. Troubled by the wrong things others do	3	38%	8	30%	7	33%	3	16%
127. Getting a bad reputation	1	3%	4	15%	3	14%	2	11%
128. Not being as honest as I should	2	25%	7	26%	4	19%	3	16%
129. Give way to some bad temptations	3	38%	9	33%	5	24%	2	11%
130. Trying to break a habit	2	25%	8	30%	7	33%	1	5%
176. Drink too much	2	25%	6	22%	0	0%	0	0%
177. Use profanity, swearing, or dirty stories	0	0%	7	26%	0	0%	1	5%
178. Don't know what to believe	1	13%	3	11%	6	29%	1	5%
179. Have given up all interest in religion	1	13%	3	11%	0	0%	0	0%
180. Confused on some moral questions	2	25%	5	19%	8	38%	1	5%

TABLE XXVI

INCIDENCE OF PROBLEMS
MORALS AND RELIGION DEVELOPMENT; ADULTS

PROBLEM	Reservation				Borough			
	Female N-40		Male N-42		Female N-17		Male N-28	
	No.	Av.	No.	Av.	No.	Av.	No.	Av.
26. Fail to go to church as often as I should	24	60%	23	55%	13	76%	16	57%
27. Get no satisfaction from Church Services	5	13%	3	7%	6	35%	8	29%
28. Confused in my concept of God (My idea of God)	4	10%	9	21%	1	6%	2	7%
29. Fail to see the place of religion in my daily life	6	15%	4	10%	1	6%	4	14%
30. Doubt the value of prayer	3	8%	2	5%	2	12%	5	18%
76. Wanting to feel close to God	18	45%	14	33%	12	71%	16	57%
77. Affected by race prejudice	3	8%	5	12%	2	12%	2	7%
78. Affected by religious prejudice	1	3%	2	5%	2	12%	3	11%
79. Have some habits which can get me into trouble	8	20%	9	21%	5	29%	4	14%
80. Have a guilty conscience for some past mistake	12	30%	11	26%	2	12%	2	7%
126. Troubled by the wrong things others do	11	28%	7	17%	5	29%	8	29%
127. Getting a bad reputation	3	8%	7	17%	1	6%	4	14%
128. Not being as honest as I should	7	18%	10	24%	6	35%	3	11%
129. Give way to some bad temptations	5	13%	9	21%	3	18%	4	14%
130. Trying to break a habit	13	33%	10	24%	5	29%	8	29%
176. Drink too much	0	0%	8	19%	1	6%	2	7%
177. Use profanity, swearing, or dirty stories	4	10%	8	19%	1	6%	2	7%
178. Don't know what to believe	6	15%	5	12%	4	24%	5	18%
179. Have given up all interest in religion	2	5%	3	7%	0	0%	2	7%
180. Confused on some moral questions	3	8%	7	17%	4	24%	4	14%

TABLE XXVII

INCIDENCE OF PROBLEMS
PERSONAL TEMPERAMENT; JUNIOR HIGH SCHOOL STUDENTS

	Reservation				Borough			
PROBLEM	Female N-55		Male N-37		Female N-67		Male N-36	
	No.	Av.	No.	Av.	No.	Av.	No.	Av.
31. Nervous and too excited	15	27%	9	24%	17	25%	9	25%
32. Lose my temper	27	49%	11	30%	27	40%	21	58%
33. Worry too much	19	35%	12	32%	32	48%	16	44%
34. Am often discouraged	19	35%	14	38%	21	31%	10	28%
35. Take things too seriously	20	36%	7	19%	27	40%	16	44%
81. Lack confidence in myself	8	15%	8	22%	30	45%	9	25%
82. Often confused on what I want	29	53%	11	30%	18	27%	13	36%
83. Feel I don't know myself very well	5	9%	3	8%	9	13%	2	6%
84. Afraid of the future	12	22%	4	11%	9	13%	6	17%
85. Don't take things seriously enough	11	20%	10	27%	7	10%	7	19%
131. Feel I have very little to offer the world	9	16%	1	3%	4	6%	1	3%
132. Too self-centered	2	4%	1	3%	2	3%	5	14%
133. Can't see the value of daily things I do	7	13%	2	5%	6	9%	1	3%
134. Too hasty in making decisions	6	11%	2	5%	6	9%	1	3%
135. Unhappy too much of the time	17	31%	5	14%	11	16%	3	8%
181. My life is dull and monotonous	4	7%	1	3%	4	6%	2	6%
182. Usually fail in what I try to do	14	25%	4	11%	6	9%	1	3%
183. Forget things or careless	10	18%	5	14%	8	12%	3	8%
184. Stubborn	13	24%	4	11%	11	16%	6	17%
185. Sometimes wish I had never been born	19	35%	8	22%	21	31%	5	14%

TABLE XXVIII

INCIDENCE OF PROBLEMS
PERSONAL TEMPERAMENT; SENIOR HIGH SCHOOL STUDENTS

PROBLEM	Reservation Female N-25 No.	 Av.	 Male N-33 No.	 Av.	Borough Female N-51 No.	 Av.	 Male N-46 No.	 Av.
31. Nervous and too excited	2	8%	2	6%	25	49%	5	11%
32. Lose my temper	6	24%	6	18%	29	58%	21	46%
33. Worry too much	7	28%	4	12%	38	75%	17	37%
34. Am often discouraged	8	32%	6	18%	24	47%	14	30%
35. Take things too seriously	7	28%	7	21%	25	49%	12	26%
81. Lack confidence in myself	9	36%	5	15%	27	53%	9	20%
82. Often confused on what I want	10	40%	7	21%	25	49%	13	28%
83. Feel I don't know myself very well	6	24%	2	6%	8	16%	3	7%
84. Afraid of the future	6	24%	4	12%	10	20%	9	20%
85. Don't take things seriously enough	5	20%	4	12%	4	8%	11	24%
131. Feel I have very little to offer the world	5	20%	2	6%	5	10%	2	4%
132. Too self-centered	4	16%	2	6%	1	2%	3	7%
133. Can't see the value of daily things I do	3	12%	3	9%	7	14%	4	9%
134. Too hasty in making decisions	5	20%	2	6%	9	18%	5	11%
135. Unhappy too much of the time	7	28%	4	12%	9	18%	7	15%
181. My life is dull and monotonous	5	20%	2	6%	6	12%	3	7%
182. Usually fail in what I try to do	2	8%	4	12%	2	4%	5	11%
183. Forget things or careless	3	12%	4	12%	5	10%	8	17%
184. Stubborn	3	12%	3	9%	14	28%	7	15%
185. Sometimes wish I had never been born	8	32%	2	6%	5	10%	5	11%

TABLE XXIX

INCIDENCE OF PROBLEMS
PERSONAL TEMPERAMENT; COLLEGE STUDENTS

PROBLEM	Reservation				Borough			
	Female N-8		Male N-27		Female N-21		Male N-19	
	No.	Av.	No.	Av.	No.	Av.	No.	Av.
31. Nervous and too excited	3	38%	5	19%	8	38%	3	16%
32. Lose my temper	3	38%	8	30%	9	43%	3	16%
33. Worry too much	3	38%	16	59%	13	62%	5	26%
34. Am often discouraged	4	50%	9	33%	9	43%	5	26%
35. Take things too seriously	3	38%	9	33%	14	67%	3	16%
81. Lack confidence in myself	6	75%	8	30%	16	76%	2	11%
82. Often confused on what I want	3	38%	9	33%	10	48%	5	26%
83. Feel I don't know myself very well	0	0%	6	22%	6	29%	1	5%
84. Afraid of the future	4	50%	6	22%	9	43%	1	5%
85. Don't take things seriously enough	2	25%	7	26%	4	19%	1	5%
131. Feel I have very little to offer the world	1	13%	4	15%	5	24%	2	11%
132. Too self-centered	2	25%	2	7%	9	43%	0	0%
133. Can't see the value of daily things I do	2	25%	2	7%	1	5%	1	5%
134. Too hasty in making decisions	3	38%	2	7%	0	0%	2	11%
135. Unhappy too much of the time	2	25%	5	19%	4	19%	1	5%
181. My life is dull and monotonous	1	13%	4	15%	2	10%	1	5%
182. Usually fail in what I try to do	0	0%	1	4%	0	0%	1	5%
183. Forget things or careless	1	13%	5	19%	5	24%	4	21%
184. Stubborn	3	38%	5	19%	6	29%	1	5%
185. Sometimes wish I had never been born	1	13%	4	15%	4	19%	1	5%

TABLE XXX

INCIDENCE OF PROBLEMS
PERSONAL TEMPERAMENT; ADULTS

PROBLEM	Reservation				Borough			
	Female N-40		Male N-42		Female N-17		Male N-28	
	No.	Av.	No.	Av.	No.	Av.	No.	Av.
31. Nervous and too excited	14	35%	10	24%	4	24%	5	18%
32. Lose my temper	19	48%	13	31%	5	29%	10	36%
33. Worry too much	24	60%	16	38%	5	29%	8	29%
34. Am often discouraged	24	60%	11	26%	8	47%	10	36%
35. Take things too seriously	13	33%	10	24%	8	47%	6	21%
81. Lack confidence in myself	12	30%	10	24%	4	24%	3	11%
82. Often confused on what I want	14	35%	8	19%	7	41%	5	18%
83. Feel I don't know myself very well	4	10%	2	5%	3	18%	2	7%
84. Afraid of the future	10	25%	11	26%	2	12%	2	7%
85. Don't take things seriously enough	8	20%	9	21%	4	24%	5	18%
131. Feel I have very little to offer the world	9	23%	8	19%	5	29%	5	18%
132. Too self-centered	1	3%	4	10%	3	18%	3	11%
133. Can't see the value of daily things I do	5	13%	1	2%	4	24%	3	11%
134. Too hasty in making decisions	9	23%	11	26%	2	12%	6	21%
135. Unhappy too much of the time	10	25%	5	12%	2	12%	4	14%
181. My life is dull and monotonous	3	8%	4	10%	1	6%	2	7%
182. Usually fail in what I try to do	3	8%	3	7%	2	12%	2	7%
183. Forget things or careless	8	20%	7	17%	2	12%	5	18%
184. Stubborn	6	15%	4	10%	4	24%	4	14%
185. Sometimes wish I had never been born	7	18%	3	7%	3	18%	2	7%

TABLE XXXI

INCIDENCE OF PROBLEMS
COURTSHIP, SEX, AND MARRIAGE; JUNIOR HIGH SCHOOL STUDENTS

PROBLEM	Reservation				Borough			
	Female N-55		Male N-37		Female N-67		Male N-36	
	No.	Av.	No.	Av.	No.	Av.	No.	Av.
36. Disappointed in a love affair	10	18%	2	5%	14	21%	6	17%
37. Wonder if I'll marry	23	42%	9	24%	22	33%	12	33%
38. Afraid of marriage responsibilities	9	16%	4	11%	3	4%	6	17%
39. Have too few dates	6	11%	5	14%	16	24%	6	17%
40. Wondering how far to go in sex relationships	7	13%	5	14%	16	24%	12	33%
86. Seem to lack attractiveness to opposite sex	13	24%	6	16%	20	30%	5	14%
87. Use of the car	5	9%	10	27%	1	1%	2	6%
88. Not allowed to go out at night	16	29%	10	27%	11	16%	3	8%
89. Marrying someone of a different race	1	2%	1	3%	1	1%	0	0%
90. Knowing whether I am in love	10	18%	4	11%	12	18%	5	14%
136. Don't know what to do about petting and necking	5	9%	0	0%	7	10%	3	8%
137. Sometimes lose control of sex urges	5	9%	2	5%	3	4%	3	8%
138. Don't know enough about sex matters	13	24%	6	16%	9	13%	6	17%
139. Think too much about sex	1	2%	2	5%	8	12%	10	28%
140. Going with a person my family won't accept	8	15%	2	5%	9	13%	1	3%
186. Venereal (sex) disease	0	0%	2	5%	0	0%	0	0%
187. Breaking up a love affair	2	4%	1	3%	7	10%	1	3%
188. Embarrassed when discussing sex	12	22%	5	14%	16	24%	9	25%
189. Being in love with someone I can't marry	4	7%	2	5%	4	6%	1	3%
190. Need help on what makes a marriage successful	2	4%	2	5%	0	0%	1	3%

TABLE XXXII

INCIDENCE OF PROBLEMS
COURTSHIP, SEX, AND MARRIAGE; SENIOR HIGH SCHOOL STUDENTS

PROBLEM	Relationship				Borough			
	Female N-25		Male N-33		Female N-51		Male N-46	
	No.	Av.	No.	Av.	No.	Av.	No.	Av.
36. Disappointed in a love affair	7	28%	5	15%	14	28%	6	13%
37. Wonder if I'll marry	6	24%	5	15%	19	38%	11	24%
38. Afraid of marriage responsibilities	5	20%	4	12%	4	8%	5	11%
39. Have too few dates	2	8%	4	12%	16	32%	13	28%
40. Wondering how far to go in sex relationships	8	32%	4	12%	15	30%	10	22%
86. Seem to lack attractiveness to opposite sex	2	8%	3	9%	7	14%	2	4%
87. Use of the car	4	16%	10	30%	11	22%	9	20%
88. Not allowed to go out at night	4	16%	6	18%	9	18%	2	4%
89. Marrying someone of a different race	4	16%	2	6%	2	4%	3	7%
90. Knowing whether I am in love	13	52%	6	18%	14	28%	8	17%
136. Don't know what to do about petting and necking	1	4%	6	18%	3	6%	4	9%
137. Sometimes lose control of sex urges	2	8%	6	18%	6	12%	6	13%
138. Don't know enough about sex matters	3	12%	4	12%	6	12%	4	9%
139. Think too much about sex	0	0%	3	9%	3	6%	10	22%
140. Going with a person my family won't accept	7	28%	2	6%	6	12%	4	9%
186. Venereal (sex) disease	1	4%	2	6%	0	0%	0	0%
187. Breaking up a love affair	5	20%	3	9%	10	20%	3	7%
188. Embarrassed when discussing sex	2	8%	4	12%	5	10%	6	13%
189. Being in love with someone I can't marry	2	8%	3	9%	8	16%	5	11%
190. Need help on what makes a marriage successful	0	0%	2	6%	3	6%	0	0%

TABLE XXXIII

INCIDENCE OF PROBLEMS
COURTSHIP, SEX, AND MARRIAGE; COLLEGE STUDENTS

PROBLEM	Reservation				Borough			
	Female N-8		Male N-27		Female N-21		Male N-19	
	No.	Av.	No.	Av.	No.	Av.	No.	Av.
36. Disappointed in a love affair	2	25%	7	26%	7	32%	3	16%
37. Wonder if I'll marry	2	25%	4	15%	2	10%	3	16%
38. Afraid of marriage responsibilities	3	38%	7	26%	4	19%	3	16%
39. Have too few dates	2	25%	4	15%	4	19%	1	5%
40. Wondering how far to go in sex relationships	3	38%	6	22%	8	38%	6	32%
86. Seem to lack attractiveness to opposite sex	0	0%	1	4%	3	14%	3	16%
87. Use of the car	1	13%	2	7%	1	5%	0	0%
88. Not allowed to go out at night	0	0%	0	0%	1	5%	1	5%
89. Marrying someone of a different race	1	13%	1	4%	1	5%	0	0%
90. Knowing whether I am in love	4	50%	8	30%	10	48%	2	11%
136. Don't know what to do about petting and necking	3	38%	4	15%	3	14%	1	5%
137. Sometimes lose control of sex urges	3	38%	7	26%	2	10%	2	11%
138. Don't know enough about sex matters	2	25%	1	4%	3	14%	3	16%
139. Think too much about sex	1	13%	7	26%	2	10%	3	16%
140. Going with a person my family won't accept	2	25%	1	4%	3	14%	1	5%
186. Venereal (sex) disease	0	0%	0	0%	0	0%	0	0%
187. Breaking up a love affair	3	38%	4	15%	2	10%	2	11%
188. Embarrassed when discussing sex	1	13%	2	7%	5	24%	1	5%
189. Being in love with someone I can't marry	0	0%	5	19%	2	10%	1	5%
190. Need help on what makes a marriage successful	5	63%	1	4%	2	10%	0	0%

TABLE XXXIV

INCIDENCE OF PROBLEMS COURTSHIP, SEX, AND MARRIAGE; ADULTS

PROBLEM	Reservation				Borough			
	Female N-40		Male N-42		Female N-17		Male N-28	
	No.	Av.	No.	Av.	No.	Av.	No.	Av.
36. Disappointed in a love affair	3	8%	5	12%	2	12%	4	14%
37. Wonder if I'll marry	1	3%	2	5%	2	12%	6	21%
38. Afraid of marriage responsibilities	0	0%	6	14%	1	6%	7	25%
39. Have too few dates	0	0%	3	7%	2	12%	8	29%
40. Wondering how far to go in sex relationships	2	5%	3	7%	4	24%	10	36%
86. Seem to lack attractiveness to opposite sex	3	8%	1	2%	2	12%	1	4%
87. Use of the car	4	10%	5	12%	2	12%	5	18%
88. Not allowed to go out at night	0	0%	1	2%	5	29%	6	21%
89. Marrying someone of a different race	1	3%	1	2%	0	0%	3	11%
90. Knowing whether I am in love	3	8%	3	7%	4	24%	3	11%
136. Don't know what to do about petting and necking	1	3%	3	7%	4	24%	1	4%
137. Sometimes lose control of sex urges	2	5%	8	19%	4	24%	0	0%
138. Don't know enough about sex matters	1	3%	5	12%	5	29%	3	11%
139. Think too much about sex	1	3%	6	14%	4	24%	1	4%
140. Going with a person my family won't accept	3	8%	4	10%	2	12%	1	4%
186. Venereal (sex) disease	0	0%	2	5%	1	6%	1	4%
187. Breaking up a love affair	1	3%	1	2%	0	0%	2	7%
188. Embarrassed when discussing sex	2	5%	3	7%	2	12%	2	7%
189. Being in love with someone I can't marry	6	15%	4	10%	1	6%	1	4%
190. Need help on what makes a marriage successful	6	15%	7	17%	2	12%	4	14%

TABLE XXXV

INCIDENCE OF PROBLEMS
SOCIAL AND RECREATIONAL; JUNIOR HIGH SCHOOL STUDENTS

PROBLEM	Reservation				Borough			
	Female N-55		Male N-37		Female N-67		Male N-36	
	No.	Av.	No.	Av.	No.	Av.	No.	Av.
41. Not enough opportunities for recreation	18	33%	6	16%	11	16%	8	22%
42. Not enough opportunities for sports	19	35%	7	19%	8	12%	5	14%
43. Unsure of my social manners (etiquette)	14	25%	5	14%	13	19%	7	19%
44. Living in undesirable location	7	13%	3	8%	7	10%	2	6%
45. Do not have a hobby	19	35%	8	22%	11	16%	5	14%
91. Have too little time for myself	8	15%	5	14%	4	6%	2	6%
92. Feel I'm not using my leisure (free) time well	14	25%	7	19%	12	18%	6	17%
93. Not enough social life	6	11%	3	8%	15	22%	5	14%
94. Social functions too expensive for me	6	11%	0	0%	1	1%	2	6%
95. Want to improve appearance	27	49%	12	32%	25	37%	14	39%
141. Not enough opportunities to listen to radio or watch television	3	5%	0	0%	2	3%	2	6%
142. Don't get to see enough movies	18	33%	6	16%	10	15%	3	8%
143. Don't know how to dance	15	27%	8	22%	11	16%	15	42%
144. In too many social activities	2	4%	2	5%	2	3%	0	0%
145. Don't know how to select clothes	12	22%	2	5%	3	4%	1	3%
191. Don't know what to do on a date	14	25%	3	8%	15	22%	6	17%
192. Don't mix easily with my own sex	2	4%	2	5%	1	1%	2	6%
193. Don't mix easily with opposite sex	5	9%	4	11%	16	24%	5	14%
194. Awkward in meeting people	16	29%	3	8%	13	19%	4	11%
195. Unskilled in conversation	13	24%	4	11%	18	27%	4	11%

TABLE XXXVI

INCIDENCE OF PROBLEMS
SOCIAL AND RECREATIONAL; SENIOR HIGH SCHOOL STUDENTS

PROBLEM	Reservation				Borough			
	Female N-25		Male N-33		Female N-51		Male N-46	
	No.	Av.	No.	Av.	No.	Av.	No.	Av.
41. Not enough opportunities for recreation	11	44%	4	12%	15	29%	10	22%
42. Not enough opportunities for sports	6	24%	5	15%	11	22%	8	17%
43. Unsure of my social manners (etiquette)	1	4%	3	9%	6	12%	2	4%
44. Living in undesirable location	3	12%	7	21%	4	8%	3	7%
45. Do not have a hobby	2	8%	4	12%	4	8%	7	15%
91. Have too little time for myself	4	16%	1	3%	10	20%	5	11%
92. Feel I'm not using my leisure (free) time well	2	8%	5	15%	11	22%	11	24%
93. Not enough social life	5	20%	5	15%	13	25%	8	17%
94. Social functions too expensive for me	0	0%	2	6%	3	6%	2	4%
95. Want to improve appearance	10	40%	4	12%	20	39%	11	24%
141. Not enough opportunities to listen to radio or watch television	4	16%	3	9%	2	4%	1	2%
142. Don't get to see enough movies	5	20%	4	12%	7	14%	5	11%
143. Don't know how to dance	2	8%	4	12%	8	16%	10	22%
144. In too many social activities	1	4%	2	6%	0	0%	0	0%
145. Don't know how to select clothes	0	0%	1	3%	1	2%	2	4%
191. Don't know what to do on a date	1	4%	3	9%	5	10%	3	7%
192. Don't mix easily with my own sex	1	4%	2	6%	6	12%	0	0%
193. Don't mix easily with opposite sex	1	4%	2	6%	5	10%	6	13%
194. Awkward in meeting people	4	16%	6	18%	13	25%	9	20%
195. Unskilled in conversation	2	8%	3	9%	13	25%	10	22%

TABLE XXXVII

INCIDENCE OF PROBLEMS
SOCIAL AND RECREATIONAL; COLLEGE STUDENTS

PROBLEM	Reservation				Borough			
	Female N-8		Male N-27		Female N-21		Male N-19	
	No.	Av.	No.	Av.	No.	Av.	No.	Av.
41. Not enough opportunities for recreation	4	50%	3	11%	11	52%	1	5%
42. Not enough opportunities for sports	2	25%	1	4%	5	24%	2	11%
43. Unsure of my social manners (etiquette)	0	0%	4	15%	6	29%	3	16%
44. Living in undesirable location	0	0%	2	7%	1	5%	2	11%
45. Do not have a hobby	1	13%	4	15%	1	5%	2	11%
91. Have too little time for myself	2	25%	1	4%	8	38%	1	5%
92. Feel I'm not using my leisure (free) time well	4	50%	5	19%	9	43%	3	16%
93. Not enough social life	4	50%	3	11%	8	38%	2	11%
94. Social functions too expensive for me	1	13%	8	30%	2	10%	1	5%
95. Want to improve appearance	3	38%	5	19%	11	52%	3	16%
141. Not enough opportunities to listen to radio or watch television	1	13%	1	4%	3	14%	0	0%
142. Don't get to see enough movies	3	38%	2	7%	2	10%	1	5%
143. Don't know how to dance	0	0%	3	11%	6	29%	0	0%
144. In too many social activities	0	0%	1	4%	1	5%	0	0%
145. Don't know how to select clothes	0	0%	2	7%	4	19%	2	11%
191. Don't know what to do on a date	0	0%	3	11%	4	19%	3	16%
192. Don't mix easily with my own sex	1	13%	2	7%	3	14%	1	5%
193. Don't mix easily with opposite sex	1	13%	4	15%	5	24%	3	16%
194. Awkward in meeting people	4	50%	6	22%	11	52%	6	32%
195. Unskilled in conversation	1	13%	5	19%	12	57%	2	11%

TABLE XXXVIII

INCIDENCE OF PROBLEMS
SOCIAL AND RECREATIONAL; ADULTS

PROBLEM	Reservation				Borough			
	Female N-40		Male N-42		Female N-17		Male N-28	
	No.	Av.	No.	Av.	No.	Av.	No.	Av.
41. Not enough opportunities for recreation	14	35%	13	31%	8	47%	10	36%
42. Not enough opportunities for sports	9	23%	12	29%	6	35%	8	29%
43. Unsure of my social manners (etiquette)	11	28%	4	10%	4	24%	6	21%
44. Living in undesirable location	9	23%	8	19%	4	24%	4	14%
45. Do not have a hobby	8	20%	7	17%	8	47%	12	43%
91. Have too little time for myself	10	25%	7	17%	3	18%	7	25%
92. Feel I'm not using my leisure (free) time well	7	18%	9	21%	4	24%	6	21%
93. Not enough social life	11	28%	7	17%	8	47%	5	18%
94. Social functions too expensive for me	13	33%	6	14%	10	59%	12	43%
95. Want to improve appearance	13	33%	11	26%	4	24%	12	43%
141. Not enough opportunities to listen to radio or watch television	3	8%	3	7%	6	35%	2	7%
142. Don't get to see enough movies	5	13%	4	10%	2	12%	3	11%
143. Don't know how to dance	1	3%	5	12%	3	18%	3	11%
144. In too many social activities	0	0%	2	5%	1	6%	1	4%
145. Don't know how to select clothes	1	3%	6	14%	4	24%	5	18%
191. Don't know what to do on a date	1	3%	2	5%	3	18%	3	11%
192. Don't mix easily with my own sex	0	0%	1	2%	4	24%	6	21%
193. Don't mix easily with opposite sex	0	0%	2	5%	3	18%	9	32%
194. Awkward in meeting people	9	23%	4	10%	4	25%	3	11%
195. Unskilled in conversation	8	20%	9	21%	5	29%	2	7%

TABLE XXXIX

INCIDENCE OF PROBLEMS
HOME AND FAMILY; JUNIOR HIGH SCHOOL STUDENTS

PROBLEM	Reservation Female N-55 No.	Reservation Female N-55 Av.	Reservation Male N-37 No.	Reservation Male N-37 Av.	Borough Female N-67 No.	Borough Female N-67 Av.	Borough Male N-36 No.	Borough Male N-36 Av.
46. Somewhat ashamed of the appearance of my home	16	29%	2	5%	6	9%	1	3%
47. Lack many of the modern conveniences in my home	6	11%	3	8%	0	0%	0	0%
48. Am unhappy at home	9	16%	5	14%	10	15%	0	0%
49. Parents try to make too many decisions for me	12	22%	7	19%	15	22%	5	14%
50. Parents expect too much of me	12	22%	4	11%	14	21%	9	25%
96. Cannot go to parent for advice on problems	12	22%	6	16%	22	33%	4	11%
97. Parents do not trust me	13	24%	4	11%	15	22%	1	3%
98. Am hiding something from my parents	5	9%	1	3%	7	10%	3	8%
99. Too many quarrels	9	16%	4	11%	12	18%	3	8%
100. Parents are not well suited to each other	20	36%	3	8%	3	4%	0	0%
146. Parents have been separated or divorced	4	7%	2	5%	0	0%	1	3%
147. Sickness in family	4	7%	3	8%	6	9%	3	8%
148. Don't like to take my friends to my home	6	11%	3	8%	4	6%	2	6%
149. Talking back to my parents	14	25%	6	16%	19	28%	7	19%
150. Parents don't set a good example	6	11%	3	8%	7	10%	1	3%
196. Parents are sacrificing too much for me	5	9%	1	3%	4	6%	2	6%
197. Wish I had a better family background	9	16%	2	5%	5	7%	1	3%
198. Clash of opinions between parents and me	4	7%	7	19%	12	18%	0	0%
199. Feeling I really don't have a home	4	7%	2	5%	5	7%	0	0%
200. Want more freedom	20	36%	9	24%	15	22%	5	14%

TABLE XL

INCIDENCE OF PROBLEMS
HOME AND FAMILY; SENIOR HIGH SCHOOL STUDENTS

PROBLEM	Reservation				Borough			
	Female N-25 No.	Av.	Male N-33 No.	Av.	Female N-51 No.	Av.	Male N-46 No.	Av.
46. Somewhat ashamed of the appearance of my home	2	8%	5	15%	9	18%	7	15%
47. Lack many of the modern conveniences in my home	3	12%	3	9%	1	2%	2	4%
48. Am unhappy at home	6	24%	4	12%	10	20%	6	13%
49. Parents try to make too many decisions for me	4	16%	6	18%	15	29%	11	24%
50. Parents expect too much of me	7	28%	4	12%	17	33%	9	20%
96. Cannot go to parent for advice on problems	10	40%	3	9%	17	33%	14	30%
97. Parents do not trust me	7	28%	3	9%	10	20%	6	13%
98. Am hiding something from my parents	6	24%	5	15%	5	10%	5	11%
99. Too many quarrels	7	28%	2	6%	14	27%	5	11%
100. Parents are not well suited to each other	4	16%	4	12%	6	12%	3	7%
146. Parents have been separated or divorced	2	8%	4	12%	5	10%	4	9%
147. Sickness in family	2	8%	3	9%	6	12%	1	2%
148. Don't like to take my friends to my home	5	20%	3	9%	6	12%	5	11%
149. Talking back to my parents	5	20%	4	12%	17	33%	13	28%
150. Parents don't set a good example	3	12%	5	15%	10	20%	4	9%
196. Parents are sacrificing too much for me	2	8%	4	12%	5	10%	4	9%
197. Wish I had a better family background	2	8%	3	9%	5	10%	3	7%
198. Clash of opinions between parents and me	5	20%	3	9%	7	14%	12	26%
199. Feeling I really don't have a home	5	20%	5	15%	5	10%	3	7%
200. Want more freedom	8	32%	6	18%	17	33%	12	26%

TABLE XLI

INCIDENCE OF PROBLEMS
HOME AND FAMILY; COLLEGE STUDENTS

PROBLEM	Reservation				Borough			
	Female		Male		Female		Male	
	N-8		N-27		N-21		N-19	
	No.	Av.	No.	Av.	No.	Av.	No.	Av.
46. Somewhat ashamed of the appearance of my home	4	50%	6	22%	0	0%	2	11%
47. Lack many of the modern conveniences in my home	4	50%	2	7%	0	0%	0	0%
48. Am unhappy at home	0	0%	3	11%	5	24%	1	5%
49. Parents try to make too many decisions for me	1	13%	6	22%	4	19%	4	21%
50. Parents expect too much of me	1	13%	5	19%	4	19%	1	5%
96. Cannot go to parent for advice on problems	3	38%	5	19%	8	38%	3	16%
97. Parents do not trust me	0	0%	1	4%	3	14%	1	5%
98. Am hiding something from my parents	1	13%	2	7%	3	14%	1	5%
99. Too many quarrels	2	25%	3	11%	4	19%	2	11%
100. Parents are not well suited to each other	1	13%	0	0%	3	14%	1	5%
146. Parents have been separated or divorced	1	13%	3	11%	0	0%	0	0%
147. Sickness in family	1	13%	0	0%	5	24%	0	0%
148. Don't like to take my friends to my home	1	13%	1	4%	5	24%	3	16%
149. Talking back to my parents	0	0%	2	7%	4	19%	2	11%
150. Parents don't set a good example	1	13%	2	7%	2	10%	2	11%
196. Parents are sacrificing too much for me	2	25%	2	7%	2	10%	1	5%
197. Wish I had a better family background	2	25%	2	7%	1	5%	2	11%
198. Clash of opinions between parents and me	2	25%	5	19%	7	33%	4	21%
199. Feeling I really don't have a home	0	0%	3	11%	1	5%	1	5%
200. Want more freedom	1	13%	0	0%	4	19%	2	11%

TABLE XLII

INCIDENCE OF PROBLEMS
HOME AND FAMILY; ADULTS

PROBLEM	Reservation				Borough			
	Female N-40		Male N-42		Female N-17		Male N-28	
	No.	Av.	No.	Av.	No.	Av.	No.	Av.
46. Somewhat ashamed of the appearance of my home	11	28%	6	14%	2	12%	5	18%
47. Lack many of the modern conveniences in my home	21	53%	14	33%	5	29%	7	25%
48. Am unhappy at home	4	10%	2	5%	3	18%	3	11%
49. Parents try to make too many decisions for me	2	5%	3	7%	0	0%	5	18%
50. Parents expect too much of me	4	10%	4	10%	2	12%	4	14%
96. Cannot go to parent for advice on problems	3	8%	4	10%	6	35%	5	18%
97. Parents do not trust me	1	3%	1	2%	3	18%	2	7%
98. Am hiding something from my parents	1	3%	2	5%	3	18%	1	4%
99. Too many quarrels	10	25%	10	24%	2	12%	2	7%
100. Parents are not well suited to each other	1	3%	3	7%	4	24%	6	21%
146. Parents have been separated or divorced	2	5%	8	19%	3	18%	2	7%
147. Sickness in family	6	15%	9	21%	2	12%	4	14%
148. Don't like to take my friends to my home	2	5%	2	5%	1	6%	7	25%
149. Talking back to my parents	1	3%	4	10%	2	12%	2	7%
150. Parents don't set a good example	0	0%	4	10%	5	29%	7	25%
196. Parents are sacrificing too much for me	0	0%	1	2%	1	6%	2	7%
197. Wish I had a better family background	1	3%	2	5%	0	0%	4	14%
198. Clash of opinions between parents and me	1	3%	0	0%	0	0%	4	14%
199. Feeling I really don't have a home	1	3%	3	7%	0	0%	4	14%
200. Want more freedom	3	8%	6	14%	6	35%	7	25%

TABLE XLIII

PERCENTAGES AND AVERAGES OF THE RESERVATION AND BOROUGH FEMALES AND MALES IN THE TEN AREAS

*AREA	RESERVATION PERCENT Female	Male	AVERAGE PERCENT	BOROUGH PERCENT Female	Male	AVERAGE PERCENT
I	66.2	49.8	58.0	61.2	52.7	56.9
II	88.1	56.4	72.4	85.2	58.5	71.9
III	71.4	54.4	62.9	80.3	66.0	73.2
IV	83.7	76.3	80.0	90.9	78.3	84.6
V	51.5	55.4	53.5	67.6	56.5	62.1
VI	85.3	67.5	76.4	79.6	63.4	71.5
VII	101.7	66.9	84.3	103.1	64.6	83.9
VIII	58.8	45.5	52.2	59.8	47.0	53.4
IX	71.9	49.4	60.7	84.9	58.6	71.8
X	63.6	42.5	53.1	62.1	44.3	53.2
TOTAL	742.2	564.1	653.5	774.7	589.9	682.5
AVERAGE	74.22	56.41	65.35	77.47	58.99	68.25

*Area Codes:
I. Health and Physical
II. Relationship with People
III. Citizenship
IV. Education
V. Vocation and Economic
VI. Morals and Religion
VII. Personal Temperament
VIII. Courtship, Sex, and Marriage
IX. Social and Recreational
X. Home and Family